



Evaluating the Leadership Development within
Eskom

By

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ABSTRACT

This study focused on investigating the effectiveness of the Leadership Development Programme within Eskom in Kwa-Zulu Natal and how the programme is currently being evaluated by the organizations utilizing it. It examined the critical success factors of a leadership development programme with the aim of coming up with recommendations going forward and whether it can be recommended for other companies to make use of for future use. It also looked at how facilitators acquire their skills to become facilitators of the programme. The aim of the study was to interrogate the adopted Eskom leadership development processes whether since the implementation it has resulted in the effectiveness of the programme or not. If the employees were benefiting from the programme or not.

The objectives of the study included to evaluate the effectiveness of the Leadership development programme and whether the Programme evaluation process was also efficient. Also focused on the critical success factors in Leadership Development Programme implementation. Quantitative research method was chosen for the design of the study and it included the use of software package called QuestionPro. The participants were sent the questionnaire by email and were expected to answer it online and email it back. A total of 57 participants completed the online survey questionnaire. Of which only 54 completed the questionnaire completely.

Findings indicate that most of the participants responded positively to all the questions asked in connection with how they felt with the leadership development programme personally as individuals in helping them grow and what the exposure of the programme has unveiled for them. They explained that the programme enhanced their skills in managing personal energy, and the action learning process also to take accountability for their own learning which indicated the advantage to introduce the programme and investing in it as the desired results are working out for both the company and the employee. The participants further explained that in executing their different roles in the company, They are making use of ideas, concepts and models that they got exposed to in the three month LDP, and the LDP has enhanced their skills in building self-leadership capability. This implies that LDP programme is very much effective and helpful and that it can be recommended for other companies to utilize for future use.

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CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

Leadership development programmes are increasingly being pursued by many companies due to the pure need of remaining competitive in their respective industries with the aim of strengthening leadership effectiveness and creating mindful leadership for impact. The evaluation of training is critical to ensure effective use of resources and leverage learning experience. Kirkpatrick (2010) recommends that in modern day, business world is very essential that learning professionals link learning initiatives to business goals and prove their value in the workplace.

However there is a lack of definitive evidence that such programmes are effective. Organizations need to mitigate this risk by ensuring that there is a clear and precise learning objective, clear feedback, a form of measurement or assessment as well as regular opportunity to practice and receive feedback. This is the case of Eskom KZN OU where time and money is invested in development of Middle Managers (KZN Corporate Affairs Department 2012). This study is based on the rationale for investing Leadership development programme and determine if the programme was the effective change agent or not, and if so, how. The study aims to evaluate the existing Leadership development programme and how the organization can capitalize on it for future use.

1.2 BACKGROUND TO THE STUDY

This chapter presents the motivation for the study on the leadership development programmes that companies are investing vast amount of money for the benefit of the company and the employees and whether such programmes are benefiting the company or not in the long run. The problem with previous studies indicated that there is a lack of follow up on companies on their employees after the programme as to see whether they have benefited from the programme or not. The study will contribute to the limitations that might have been unforeseen in the previous research.

1.3 MOTIVATION OF THE STUDY

The motivation for the study was based on the overall performance of the organization and determining if it could be improved. Eskom has recently faced many leadership challenges. Training of employees in a company can benefit both the company and the employees in the long run as this type of evaluation plays an important role in both the design of the future leader development programmes by creating the strategic alignment between business strategies.

1.4 FOCUS OF THE STUDY

The focus was based on investigating the effectiveness of the Leadership Development Programme and how the programme is currently evaluated by the organization. It was also determining the critical success factors of a leadership development programme with the aim of coming up with recommendations going forward. What will be left out is how facilitators acquire their skills to become facilitators of the programme

1.5 PROBLEM STATEMENT

The research was based on the current status of the organization. Eskom has faced some challenges since the year 2008/9 and this has impacted negatively on the company when looking at the financial, operational, revenue and customer sustainability as this makes the company to be unstable. All of the mentioned proportions go together hand in hand as they cannot be separated from one another because any change in another purposefully influences the other which makes it a difficult puzzle to crack once they are divided from one another. Eskom is face with a dilemma “business unusual” that requires a revised implementation to overcome this challenges and it needs to be supported all the management ranging from top to bottom or bottom to top management to overcome the current situation.

As the result of the above, the Eskom leadership strategy was developed in 2012 to support the Eskom business strategy of keeping the lights on. The Eskom leadership strategy incorporates the development of a single and integrated Eskom leadership

framework that displays the desired Eskom Leadership Brand and values that will contribute to the achievement of Eskom's strategic imperatives. It is with this framework that the Eskom Leadership programme is developed because effective leadership is identified as a key component of successful organizations.

The Eskom Leadership Faculty is continually, reviewing, refining and realigning leadership development processes to ensure consistent execution of its Eskom Leadership Framework. To achieve this, a leadership scorecard has been introduced to provide Eskom with a comprehensive methodology, process and system to effectively assess the organizational impact of leadership development programmes and processes.

This study will determine whether the adopted Eskom leadership development processes have resulted in leadership effectiveness with the aim of coming up with recommendations

1.6 RESEARCH OBJECTIVES

The research has the following objectives:

- To investigate the efficiency of the Leadership Development Programme
- To examine the effectiveness of the Programme evaluation process
- To determine the critical success factors
- To make recommendations to the Eskom board on what they can do to improve the Leadership development programme

1.7 RESEARCH QUESTIONS

- Is the Leadership Development programme effective?
- Is the Leadership Effectiveness Programme evaluation process effective?
- Are there success features after the implementation of the programme?
- What recommendations can be drawn to companies in order to improve Leadership development programme

1.8 SIGNIFICANCE OF THE STUDY

From the findings, the study intends to make reasonable contributions which can be used by the OU where appropriate relevance can be placed in order to improve any gaps or shortfalls within the organization. The findings are not only intended for the OU but the entire Eskom can also make use of the study as a reference. The recommendations and conclusions from the study are also there to assist Leadership Faculty with designing and development of new Leadership programmes.

1.9 METHODOLOGY

A quantitative research method is chosen for the design. This will be achieved using questionnaires. A software package called QuestionPro was used, and a link giving access to the survey was sent to respondents by email. The respondents included all areas in KZN, like Margate, Pietermaritzburg, Durban, Newcastle and Empangeni. The survey was distributed to 89 respondents from all Departments: They included only Middle Managers that completed Eskom Middle Manager Programme. Simple random sampling was chosen for this study. Consequently, for permissible statistics the following were used: chi-square, mean, standard deviation, correlation and regression.

1.10 CHAPTER OUTLINE

Chapter One examined the Eskom State Owned Company (SOC) which is a national organization however the study only focused on KZN geographical area. This was to keep the study within a manageable area. Chapter Two will focus on the literature in connection with the research topic. The impact of investing in Leadership development programmes an organization and the advantages and disadvantages to this are discussed. The section also examines how organizations can better utilize Leadership development programme in order to impact performance. Chapter Three will describe the research methodology which includes objectives of the study, data collection strategies, research design and methods, analysis of data and questionnaire construction. All issues regarding reliability, validity and bias are also discussed in this chapter. Chapter Four presents and discusses the feedback from the surveys carried out using QuestionPro. The quantitative method was used for feedback. All results will

be analyzed, discussed, and interpreted in relation to the literature review. Chapter Five will include a discussion of the research findings as well as recommendations and conclusions to the study.

1.11 LIMITATIONS OF THE STUDY

The study will outline the framework and nature of the study as well as the research objectives and problem statement. The significance of the study is also examined. The questionnaire was only distributed to Middle Managers that belong to KZN OU. The waiting time for the release of ethical clearances took considerable time before the researcher could go out and distribute the surveys. Once the survey was distributed, the researcher had to resend the email to respondents to verify completion.

1.12 SUMMARY

This chapter provided an overview of the focus of this study by discussing its rationale and significance, area of research, problem statement, research questions, research objectives and limitations of study. The next chapter presents the literature used for the research.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

Although many companies are pursuing the usage of development programmes as to upgrade the level of working conditions in the companies so that they remain competitive and effective while strengthening leadership efficiency and creating mindful leadership for future plans. There is a lack of definitive evidence that such programmes are effective and benefiting the company in the long run. Organisations need to moderate the risk of development programmes by ensuring that there is a clear and precise learning objective and that they put in practice what has been learned give feedback for future reference and what they hope to achieve by initiating development, programmes in companies. This chapter presents a review and some of the literature that is relevant to the subject under study. It explores the efficiency and importance of the leadership development programmes in organizations. Further looks at the problem areas within the programme, and how companies can better utilize the programme to assess performance. Last but not least the way forward in the implementation and usage of the programme for future use.

2.2 LEADERSHIP DEVELOPMENT PROGRAMME

Mabey (2013) explains that Leadership development has the potential to be liberating by equipping organizational members to identify and critique managerial ideology. Leadership development refers to activities that improve the skills; abilities and confidence of leaders to assist them to make informed decisions that will help build the organizations in the long run. Day & Harrison's (2007) look at the three levels which make up the leadership development they include the leader, the relationship with the followers, and superiors and the organizational culture. Of which will constitute the connection of how the three categories work together for the company benefit. They further stress the importance of individual qualities to the leadership development. Mabey (2013) further argues that Leadership development in an organization is considered to be important activity as it enables employees to be monitored and guided

in achieving company goals. It often comprises a key element in competitive strategy (Mabey 2013). There is a saying that leaders are born not made even though companies are investing a lot of money in such programmes hoping to gain the skills and knowledge that will be acquired by the employees from the programme in order to perform efficiently in producing the desired results for the company goals.

Ortenblad (2010) discusses the way that management terms are frequently packaged in the form of labels consisting of two or more words, such as 'knowledge management'. He proposes three approaches to this issue that could equally be applied to the term 'leadership development': first, a fragmentary approach, which assigns non-negotiable definitions to each word separately and then puts them together in this case, development as an activity referring specifically to the category of people known as leaders; second, a wholeness approach, which regards the entire label, rather than single word components, as the novel object of interest for example, leadership development might be seen as an organizational 'project' comprising of a mix of formal and informal interventions; third, an interpretive approach shifts attention to what people mean by using a particular label, through studying their language and cultural context. Mabey (2013) further states that the development comprises of different interpretations which can either be explained as a form of identity of discipline and so forth. Leadership development and training are simultaneously growing and have become essential due to the complexity of the workplace and persistent calls for innovation and continuous improvement (Fernandez *et al.* 2016).

Leadership development programmes are efficient for the company at improving work-based outcomes including goal accomplishment, professional growth, improved professional relationships, greater managerial flexibility, increased productivity, and improved resilience and workplace well-being (Rebecca J. Jones *et al.* 2016). However, many organizations are investing in development programmes; only a few are focusing on determining whether the investment is worthwhile for the company to use or not. The leadership development is categorized in different levels. It involves various numbers of people where skills are shared from one individual to the other in exchanges of ideas (B.J. Avolio *et al.* 2010). Leadership development is flexible and wide opened towards

future business an opportunity which keeps employers on their toes to always be alert and a step ahead of their competitors. This approach has shown improved results in connection with the leadership development as it has produced impressive corporate results that are benefiting the company positively.

Rebecca (2010) argues that organizations, institutions, and their leaders have been forced to swing through the unstable business circumstances in the past which has changed nowadays as the current business environment looks for a different leader with certain skills needed for the position unlike in the past. The business world needs mentors who are able to adapt to any changes whether negatively or positively and are able to come up with solutions to adjust to the changes in the company. Today's leaders have to be innovative and able to get out of their comfort zones in order to see new opportunities and use them wisely for the benefit of other employees and the company. Harvard business (2016) argues that a leader should be a mentor who will be able to demonstrate and cherish the personality and qualities of resilience. Nowadays an effective leader is needed in all aspects of the company as to guide and carry out the organization's strategic objectives.

Successful leadership development programmes have to contribute to financial success and improved market position in the business and also uncover the best qualities in achieving the business objectives. In order to verify that the leadership development programme benefits the company, the programme has to tightly align with strategy, enjoy executive support, and prove that it has cultivated a strong talent pipeline, and demonstrated an impact on overall success. Harvard business (2016) argues that demonstrating programme value should be a priority for all Leadership Development professionals. Leadership Development programmes should also create strong pipelines of internal talent and encourage promoting from within. Development is a two-way reciprocal process between people of equal status in an organization (McCauley *et al.* 2010).

Marshak (2014) argues that organizational development is grounded in values that emphasize humanism and the goodness of people in order to work together hand in hand to achieve the company objectives, broad-based participation and voice, self-

determination and client-centeredness, and the embeddedness of people, groups, and organizations in larger social it all about bringing and connecting different organizations and people aiming at one goal of success. Organizational development gives support to groups and organizations by interacting with their people as to combine all together as a large system within a collective set up (Ferdman 2014). The practice of inclusion “creating and embedding organizational, leadership, and interpersonal practices that result in a sense of safety, full belonging, participation, and voice across the range of diversity dimensions, without requiring assimilation or loss of valued identities” is a fundamental approach for benefitting from diversity (Ferdman& Deane 2014). Connecting diversity and inclusion is essential to Organizational Development as it focuses on the core development values in which today’s organizations and the world we live in needs it to be competitive and adapt to the different modern situations in order to operate the business effectively. Ferdman (2014) argues that globalization, multilingualism, and work across national and other borders, current trends around the world include increasingly diverse workforces and the need to find and develop talent in new places and in new ways in order to adjust to any changes that might arise in the future. Successful organizations and effective leaders will increasingly be those that are able to incorporate many types of diversity and to foster inclusion in coming up with new innovations and strategies as the future sway in different directions.

Ferdman (2014) states that many global organizations and those in multicultural societies are incorporating diversity and inclusion as fundamental to their leadership development and workforce engagement processes. Diversity and inclusion work involves managing a variety of tasks and nurturing the conditions that will enable individuals and groups to make use of diversity as a key source. The practice of inclusion “creating and embedding organizational, leadership, and interpersonal practices that result in a sense of safety, full belonging, participation, and voice across the range of diversity dimensions, without requiring assimilation or loss of valued identities” is a fundamental approach for benefitting from diversity (Ferdman& Deane 2014). Diversity can be managed efficiently while organizations are improving their level of employment as a key talent. This will help produce resources and new ideas while innovating and bringing new ideas in the development of the company and assisting

people in realizing the potential within them which will help in performing different tasks asked of them (Harvard Business Review 2017). Companies have to review the management in a company and mentor them in their development through frequent trainings that will help in coming up with new ideas for the company and solve problems on their own without the supervisor's help.

In addition Day (2000) argues that the topic on development has reached a high peak as plenty of organizations are considering leadership as viable strategy nowadays and investing lots of money in its development hoping to receive the positive results from it. The question might be why as McCauley *et al.* (1998) state the importance of leadership programmes as expanding the group of people in performing effectively and assisting them use the potential within themselves that they were not aware of in solving problems that might arise or not have been predicted. Bolden (2005) states that 'Leadership development' is a collective investment to develop individual networks and togetherness in an organization and helps bring people of different departments together aiming at receiving one goal. Leadership behaviors and competencies can be learnt and/or acquired over time. Center for creative leadership (2016) Further argues that by applying the lessons learned from the Leadership Development Programme, leaders or employees will be able to communicate direction that needs to be taken in order for planned strategies to work efficiently so that desired goals can be achieved as a team in a company. There can also be a connection that connects the senior management from top to bottom and from bottom to top as this will strengthen the company communication barriers that are there at the moment

They will also get exposure and experience in managing company politics through teamwork as they can rely on one another to solve any grievances that they might experience in the company. (Bolden *et al.* 2015). The programme will also help build flexibility among the employees as they will be able to multitask in the different departments which will assist in keeping them busy thus saving them from stressful daily working conditions while learning what is taking place in other departments thus equipping them with more knowledge of the company (McCauley *et al.* 2010). This is

why measurement is very important before and after the leadership development programme lessons

According to DDIWorld (n.d), Moreover measurement is measured according to the four areas which are as follows:

1. FOCUS - looks at the programme if is introducing new skills to the people attending the training if the programme is focusing on the right skills for that certain group of people. All of these questions are very important to reflect on as a guideline to measure the implementation of leadership development programme in a company. They will be able to indicate the way forward of whether the programme can be utilized in the future or not and for what purpose.

2. PROCESS- Is the development programme put into action and efficient for the employees to be able to practice what was learnt from the programme and whether the right levels have been followed to instigate that it will benefit the company. The programmes also need to be beneficial and effective for the company in order to state that they are really needed for the sake of the company and not for pleasure of sending employees on a course which will not continue for long due to some hiccups that might resurface along the process of the programme. Appropriate steps will have to be measured and put in place.

3. OUTCOMES- While coming back from the leadership development programme as to weigh the way forward of the programme whether it has constituted some changes to the employees who attended the programme or not. Or whether the employees are motivated to implement new initiatives and strengthen whatever leaks were present before attending the programme. The outcome will also shape the behavior of the employees amongst themselves and the way they will deal with their consumers so that they keep them satisfied and looking forward to better services, thereby coming up with new innovations that will be fruitful for the company.

4. IMPACT- companies are introducing development programmes and put in place in the hope that they will last long for the sake of the organization. Every company needs to measure the outcome and ask questions which will assist whether the programme is

needed or not. It is very essential for companies to actually weigh the leadership programme so that they do not repeat same mistakes with really reflecting on the programme itself and the people who were involved to achieve the desired goals DDIWorld (n.d).Furthermore Conger & Benjamin (1999) state that Leadership development does not only apply to the individual manger alone but to the entire organization at large

2.3 PROBLEM AREAS IN LEADERSHIP DEVELOPMENT PROGRAMMES

Harvard Business Review (2017) argues that organizations should follow certain models in conjunction with the company strategies. A precise approach to talent development that will focus on the selecting potentials that can be able to overcome any challenges while enabling them to grow as individuals in their different capabilities giving them support so that they can succeed in the coming years in order to beat their competitors. This will assist many managers to grow individually and reach greater heights that they were not able to reach before and were meant to be. A leadership development approach should be able to cultivate and built so as to tackle any unforeseen negative challenges that might arise (Wenger 1998). Companies need to first consider both the individual leader and the company employees as a whole in order to be able to reinvent themselves by attending to the company needs and the employee's needs. The approaches followed should align together see a broader picture of the organizational strategy for long term investment (Hall & Seibert, 1992; Latham & Seijts, 1998). Development in a company is okay but one may ask the question, whether the level of development in a company is competitive enough and able to strategize with company goals or it might be that massive money has been invested in such programmes or, because the company might have invested a lot of money for workers to join such programmes and gain nothing in return from the employees who attended the development programme. Goldsmith & Reiter (2007) argue that Many of the leadership programmes are based on the faulty assumption that if people are shown what to do, they can automatically do it, which might not be the case with how Eskom views the organizational skills needed to uplift the workers in their different fields of work.

Petrie (2011) argues that even though companies are able to differentiate and do a thorough research on what “good” management looks like and being able to perform accordingly. Institutions offering short developmental skills might be at the cross roads arriving whereby they are withdrawing from offering such courses on management as they are not able to determine the development courses suited for the development to happen as they may not be sure which one might be suitable for the managers and bear fruitful results afterwards.

Many companies’ still practice the system of introducing their workers to leadership development programmes as to increase the sales and profits of the company not for the benefit of the worker to strive to the utmost level in solving problems and initiating new strategies on their own in the work place. This sometimes makes workers not to be optimistic to take such courses as they are not ready or prepared to sit down and listen to a lecture, some workers prefer practical courses to the learning courses. Normally workers get motivated and develop faster when they learn from their mistakes because it makes them feel responsible for their own progress in their prospective work positions. Petrie (2014) argues that developmental ownership to the individual inspires them whereas when send on a course for development programmes it makes them think and wonder that the management is responsible for the individual development for an example, the managers or instructor, they do not grow or explore new paths in their current working conditions or get inspired to come up with new initiatives and implementations that will boost the sales of the company and help them mature individually.

Furthermore, too many training initiatives that such institutions offer assume that one size fits all which might not be the case as people’s competencies and understanding differ completely from one another regardless of an approach that may be used to offer skills or the style in leadership. Workers must have a need to develop themselves and make changes that might sustain the company for long term. McGuire & Rhodes (2009) suggest that organizations in order to succeed in the leadership programmes they should first consider to transform the culture in development first when developing

individual skills. Workers should not consider themselves as passengers in a company; they should be assisted back into the front line for the sake of their own development and take charge in order to take initiatives to solve any problems that might arise in their work place. Petrie (2014) states that the world has changed fundamentally with new innovations that need to be put in place as time go by. Leaders and the management team have no alternative in coming to terms with the new world that has changed dramatically from the ancient one. There is an option to react to the cultural and economic change or to just admit and go with the flow that change is needed and it should take place. Another option can be for both companies and the individuals to develop the culture as it also changes overtime, expertise and understanding that will make it possible that new technologies will be reinvented in order to better realize the purpose.

In addition a variety of leadership development courses might be misleading as they conclude that the development is any programme that may assists the individuals to grow and that all the development activities are efficient which might not be the case. Leadership programmes are continuing the building on the foundation that was already built which is a manager is exposed to more efficient ways of problem solving from what was already in place before. Day (2001) proposes that leadership Development involves preparing people for roles and situations beyond their current experience.

2.4 EFFECTIVENESS OF THE DEVELOPMENTAL PROGRAMMES

Oracle White Paper (2012) clarifies that a flourishing leadership development programme, first positions its development with the company policies in order to understand the suitable leadership style needed for the company to succeed. The company does a thorough research in selecting the right employees suitable for the training who will be able to show change once the course is done and help in the growth of other employees in assisting them to reach their high potential in tackling their duties. A flourishing organization requires leaders and managers, who will be able to oversee all the sections and mediate where problems might arise and come up with solutions

and guide and not mislead the employees. There is a similarity between the both the leader and manager because they poses different skills of management and different qualities but both are necessary for the company to excel strategically.

Leaders control and make people to believe and see a common goal together as one, while the manager supervises the daily running of the business and procedures in an organization to see that the everyday running of the business runs smoothly and the company goals are met and problems solved.

To identify, attract, fill company leadership style, companies must comply with the programmes suitable for the clients in order to sustain the skills and experience for a long term as it will enable in bettering of their hiring strategies and employee development which will benefit both the company and the individual attending the course. The Oracle White Paper (2012) explains that development programmes are essential in nurturing the talent of the current employees in a company. The programmes need to be fully supported by the managers while putting in place the correct technology that will enable all the platforms to perform well. The functions can include:

- Employment, in order to look for leadership talent
- Assessments, to evaluate leadership capabilities both inside and outside the company
- Performance management
- Succession planning
- Career planning
- To create a roadmap to fill skills gaps

If companies are not providing their employees with the skills and knowledge needed to perform effectively in the company their competitors will offer such a service. Career planning helps to inspire and preserve the talent in a company also empowers employees to see things differently from what they used to before attending the course.

Society for Human Resource Management (2015) states that combining employee development with career planning permits employees not only to discover possible career paths but also to observe and grow through the development activities necessary to achieve in a company. Leadership development allows organizations to shape the culture and strategy of business.

The majority of managers got experience and exposure from on-the-job experiences, training, and mentoring; which show the importance of gaining practice in company and how it can groom an individual in reaching their potential which is not the case anymore as leaders are no longer emerging quickly to match the company environment Oracle White Paper (2012). It is every company's wish in increasing the next-generation of leaders at every managerial level and ability is considered as necessary for the organizational accomplishment. It will help the company to advertise managerial post internally to employees who are already familiar with the culture and procedures of the company, unlike when employing a manager or director from outside who will first have to find their feet first in order to fit in the company. When employees are introduced to a developmental programme it saves the company to loss an employee who is familiar about the ups and down of the company itself.

2.5 HOW CAN COMPANIES BETTER UTILIZE THE LEADERSHIP DEVELOPMENT PROGRAMME TO ASSESS PERFORMANCE

Until this dilemma of not assessing the efficiency of leadership programmes is examined and put into practice leadership-development initiatives will continue to produce unfavorable results for companies despite the huge investment that the company is making in putting more in the development programme for the sake of beating their competitors and increasing the company profits. Companies need to find ways in building the kind of leader they would like to have in an organization and keep for the convenience of other employees.

Jay & Douglas (2003) believe that pathologies leading to the failure of a lot of companies investing in development programme are due some of the leadership styles used. They

further explain that pathology means the causes and effects of systemic problems in the way organizations attempt to develop leadership capability. They are as follows:

2.5.1 “Ownership Is Power”

The new ways of running are companies are clashing with the old ones which great confusion and not knowing whether to move forward or backwards in tackling some of the issues at work and times and new ways of doing things keeps on changing daily. Usually this problem comprises of influential local managers for its isolated function, where by managers in a company and the executives are seeing things differently and each is suggesting a different point from the other and wants their idea or suggestion to be considered over the other. Each individual is gifted differently and the way problems at the company will be solved will also differ so to actually consider one manager over the other causes conflicts in the end. And all employees have proved themselves in the administration of the company (Jay & Douglas 2003).

In addition Jay & Douglas (2003) argue that individuals should be responsible for their own leadership development it should not be someone else's responsibility. Employees should first have a need to develop themselves and learn in order to flow with the company challenges and how to find solution to overcome them. The organization should only equip employees with the necessary skills needed to tackle any issues that might arise at work. They should take control of the career opportunities in letting the management whether they want to take a certain course or not, and so that they will be able to constitute whether development programmes are worth a while or not, if there are any improvements that need to be done, they should be able to communicate and give feedback for future purposes. This approach can assist individuals to reach their potential as they will be aiming for the higher positions in the company so they will strive to push themselves to succeed.

Whereas, this kind of technique leads to undisciplined approach as individuals who are encouraged to take control of their own careers fail to use this opportunity on

developing themselves for their own good and the company's so the tracking will be more difficult to bring to order. The individual does not need to be sent on a course voluntarily without the individual asking for it as forced decisions always do not work out best. Furthermore when looking at pathology of power which is characterized by preserving of information and not participating this can be a problem on its own as it becomes obvious that responsibility for programme must be the organized and responsibility of the Chief Executive Officer and top team, senior line managers, Human Resource specialists, and the high-potential individuals themselves should be to evaluate the individual after the course.

2.5.2 The Productization of Leadership Development

The second pathology that Jay & Douglas (2003) stresses is the Productization of Leadership Development which states that in leadership development efforts in many companies are not aligned with strategic goals as they are always looking for ways to solve their own problems practicing their title positions and it does not benefit the company on its own as it creates unsolved problems as it might be overlooked by the executives. In addition a programme is designed then tossed over the wall to the operating units and when in use without even evaluating and putting it on a test, then another programme different from the first one is built without connecting the ideas to the background of the business which leaves the company with the inconsistency as it keeps on changing programmes without evaluating whether they are benefiting the company or not. Jay & Douglass (2003) argue that leadership development in companies is nothing more than a sequence of detached programmes traded by consultants to instruction managers who don't comprehend the business.

2.5.3 Make-Believe Metrics

Last but not least the last pathology explains that companies always look for ways in which to be accountable for most of their actions. The metrics used is not always accurate. The full operation of a company's instruction center is not taken into consideration if their employees recognize that they are wasting time on attending programmes that will not assist in building of competitive standards in order to produce

the then generation of talent. This is not a management challenge of what an excellent leadership should look like but it is a development challenge in growing innovative minds that will be able to solve any problems that might arise in a company (Jay & Douglas 2003).

Gurdjian *et al.* (2014) further discusses the four failures of development programmes and tips on how to overcome them which are as follows:

2.5.4 Overlooking context

Context is a critical component of successful leadership. Context is seen as essential as it will equip leaders with a small number of competencies that will make significant difference to performance. Instead of the context companies find a long list of leadership standards, a complex web of dozens of competencies, and corporate-values statements which might not be advantageous to individuals attending the programme. A brilliant leader in one situation does not necessarily perform well in another which is a fact that cannot be ignored, and that does not imply that the leader is incompetent but is just that people in a company learn from one another where one finds it difficult to understand a companion can assist.

Companies need to consider that the programme might not be beneficial to some of the workers as it might be beneficial to some of them. Some might apply the techniques learnt from the programme while some might not as they did not understand a thing of what was said in the lecture or it might be that they are not interested in the programme itself, it will be best if only workers who are interested and willing to learn are sent to such programmes as they will explore new ways of improving the company internally. Participants will be able to apply such skills in the organization (Gurdjian *et al.* 2014).

2.5.5 Decoupling reflection from real work

Sitting in a lecture can be time constraining for some of the people attending the leadership development programmes as they will be listen to someone giving a lecture unlike when doing practical can be easier and more fun to remember than the readings

in a lecture. It will be very much easier to remember what was given as a performance because then one can engage and reflect on some of the challenges they are facing at work. Leadership development must be tied to real job projects even though it will not be easy to create opportunities that will be able to address the high priority needs of the company and employees (Gurdjian *et al.* 2014).

By doing that can assist the learners to actually understand better what is being said in a lecture as they will be comparing it to the business impacts which will improve the learning and exposure to the real world of the daily challenges faced on a daily basis. The programme should not make the learners to be demotivated as they will not feel a need to practice or reflect on what was taught. Reflection can assist participants, while also offering them genuine work exposure to relate to in new advancement of work and help in building the skills needed to perform efficiently in the company. There is always a challenge to fill up the opening among critical “must do” jobs and the accessibility of competent workers as they too work together to first find the skilled worker who will be able to priorities and dealing with the first hand projects rather than focusing on minor issues which are not considered a priority (Gurdjian *et al.* 2014).

2.5.6 Underestimating mind-sets

Gurdjian *et al.* (2014) argue that in order to become an effective leader often requires changing behavior even though most companies recognize that this also means adjusting underlying mindsets. Which leads to some of the companies to be unwilling to address the main cause of the problem? The reason can be that, by doing so can be bumpy for the participants and mentors bosses but if there is no problem in addressing such issues then such behavior will not vary as the core has not been deeply dealt with in order to eradicate the driving forces to what leads to the problem itself. In order for the learned skills to be practiced effectively and maintained well it will be best if programme participants do not acquire the “controlling” mind set because such personalities are not good to actually work with in a company. A leader in a company should possess integrity in order to work with the other members in a company.

Conger & Benjamin (1999) argue that leaders should stick to a system of business principles and ethical morals, behaving constantly in a business world and professional accountability with no exercising of the powers to put down those working beneath their management. A leader does not misuse management advantage, but gains faith/respect. A leader serves as a public figure in support of commercial policies, proficient principles, and company culture. A leader uses reasonable and intellectual judgment to achieve sound and purposeful evaluation of substitute actions. Decisions can be based on rational, truthful information and selflessness of human factors. A leader knows his or her own ability and is cautious not to go beyond it, and uses past knowledge and information to increase viewpoint on current choices. A leader respects rather than degrading the opinions or work of others employees, regardless of their rank or place in the organization. A leader displays a confidence in each individual's worth regardless of background, culture, or other similar factors

Consequently, it is true that some personality characters are difficult to change, but people can transform the way they see the globe and their standards. Even though some of the leaders or managers in a company are highly successful in their fields, when arguments which are high beyond their understanding from their juniors, that makes them impulsively uncomfortable and deficient in confidence when dialogue is moved beyond their narrow efficient proficiency. When they realize, it completed them to go deeper to reflect and understand why they were able to commit themselves to concrete steps that helped push them to change. Every company needs to position up a “control tower” for reflecting on the decisive arrangements that can lead to peers getting involved in coaching as they will feel motivated.

2.5.7 Failing to measure results

Gurdjian *et al.* (2014) argue that some companies just keep quiet and ignore the essentiality of the developing leadership skills even though they do not have any evidence. If businesses fail to measure and track any slight changes in leadership performance they just conclude that development initiatives won't be taken seriously. Leadership development evaluation needs to be monitored through the participant feedback after attending the programme. Leaders can also use 360 degree feedback

exercise tool to demonstrate their own commitment to real change for themselves and the organization. One more approach is to check participants' career growth after the training. Also examine the business impact, especially when training is attached to advanced projects comparing of the standard efficiency of participants' teams earlier to and after a training programme (Gurdjian *et al.* 2014).

In addition Kevin (2007) argue that organizations are not competent enough to efficiently utilize the managerial personnel for leadership development and a sequence of preparation systems, and many carry out these critical performance through dividing of the human resource duties This can lead toward the ineffectiveness of the programme if the managers are not involved as they are the forerunners in the company who can strengthen the company hand in hand with the employees managed by them. In order for the leadership programme to be a success, organizations best need to practice successfully, incorporate leadership development.

Furthermore organizations are to blame as they fail to nurture leadership talent in their younger managers. They pay no attention at all in structuring job familiarity and selecting of the suitable role models who will strengthen and give support of new skills and competencies in the training of other employees. People who might have the necessary skills needed in the company might not be willing to exercise those skills (Conger & Benjamin (1999). Some may prefer less difficult responsibilities and may wish to keep away from the hardships that accompany management duties. Others may feel uncomfortable challenging the rank and prefer to work under such conditions rather than taking action (Loevinger 1980 in Conger & Benjamin 1999).

2. 6 THE WAY FORWARD OF THE LEADERSHIP DEVELOPMENT PROGRAMMES IN COMPANIES

With the current high percentage of youth unemployment, it can either be recognized as both a challenge and an opportunity. It can be viewed as a challenge due to the difficulty to locate senior employees who are capable and have the experience needed to tackle the company's issues.

This is where leadership development programme comes in to conquer all the mysterious company plans whereby young people can also be the right candidates that companies need and offering skills which no other has. In order for the youth to prove themselves is not an easy task also keeping them in the company is tough as they still looking at other ways that can help them explore the skills that they currently possess. Different companies impose a variety in all the challenges that they are facing as they can range from cultural, economic and practical proportions. Suarez (2016) argues that the diversity policy is essential as it can assist in this dilemma, but the challenge would be to put it to work so that the desired results are met and problem solve. If companies want to succeed they will have to come up with new improvements and originality that the different companies will utilize to succeed in the modern world.

Subsequently companies need to be inventive in sourcing and nurturing talent, and increasing talent production as current companies require to be more flexible in sourcing leaders who will be able to take the driver's seat without any coordination from the subordinates and able to solve problems come up with new ideas to be implemented in the company. In an atmosphere like this, flourishing organizations would be prepared for the unpredictable problems by putting aside other options which can be used in case the other ideas fail to work efficiently to reach the desired company goals (Suarez 2016).

Suarez (2016) argues that currently organizations face a rising pace of financial, societal and political change from the outer world, and they have to act fast to deal with those challenges by also changing and adapting inside the business and coming up with strategies that can include the structural and operational change. Technology has taken a toll and adapting and upgrading to more technological standards can also be of some importance. Having the accurate management control is crucial at all levels of the organization. Companies should expand an approach to leadership growth that covers the entire organization, and not just the management levels. What will be needed in future is almost impractical to calculate.

Organizations should look for other means in tackling this crisis by focusing on three areas as stated by Suarez (2016):

- 1. Look for talent and leadership potential which will be aligned to the organization.*
- 2. Recognizing of the present and future skills needed in the organization.*
- 3. Adapting to more flexible and inventive ways of payment and reimbursement strategies.*

The accessibility of technology in Leadership development programmes has considerably reduced the need for to sit in a classroom for longer hours and listening to a lecture. There are more innovative ways of being flexible in a lecture where one can make use of a recorder that can be listened in the spare time. Technology is important in serving today's leaders build themselves without attending a lecture or taking a drip and going for a course somewhere. Without the use of technology the value of the in-classroom development opportunities will be slightly minimal. Technology has not only changed how leaders study, but technological expertise has quickly become essential feature of leadership efficiency. Leading practically is normal in today's workplaces (Loew & Wentworth 2013).

Schwartz et al. (2014) explain that leadership development is the stem of a high performing organization. They further indicate that broadening, deepening, and accelerating leadership development at all levels are the top priority for organizations. Companies with tough leadership cultures embrace continuing growth to influence and involve change across the organization. If the organization collapses in leadership then the whole vessel will sink. In today's world organizations cannot turn a blind eye on the essentiality of the leadership development programme. Once an effective leadership development programme is at hand then it will be easy for the company to excel efficiently without experiencing problems only minor set ups (Eggleston 2016).

2.7 CONCLUSION

This chapter gave an overview of literature on the role of development programmes in company focusing on the effectiveness and current problems associate with the introduction of leadership development programmes in company and the way forward on how to measure the performance once the employees are back from the training and whether it can be seen as an important tool for future use in companies. I have shown whether development programmes are benefiting the companies or not, and it not where are making mistakes to eradicate that problem so that it does not happen again for future reference. In the next chapter In the next chapter the focus will turn to my own fieldwork and to the research tools used to do the study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the literature looking at the importance and the downfall of leadership development programme whether is efficient for employees in a company or not. It also focused on whether is advisable for companies to invest in such programmes for future use with the aim of strengthening leadership effectiveness and equipping workers with new initiatives to run the company efficiently. The research in this topic will justify whether companies are benefiting from the programme in the long run or they are just wasting company funds which could have been invested somewhere to grow the company.

This chapter mainly deals with the methodology approaches used in the study. The methodological approach used in this study is quantitative which includes the usage of questionnaires. The chapter will first commence by outlining the research design and research methodology employed in this study. This includes a discussion and rationale for the methods and tools that enabled with answering of the research questions. The conclusion taken concerning the method of sampling used in this study will be explained and the data collection strategy applied in the study will be discussed. I highlight the ethics observed and also some ethical challenges experienced.

3.2 AIMS AND OBJECTIVES OF THE STUDY

The aim of the study is to determine whether the adopted Eskom leadership development programme processes have resulted in leadership effectiveness with the aim of coming up with recommendations.

The focus was based on investigating the effectiveness of the Leadership Development Programme, how the programme is currently being evaluated by the organisation. It was also determining the critical success factors of a leadership development programme with the aim of coming up with recommendations going forward. What will be left out is how facilitators acquire their skills to become facilitators of the programme.

The research has the following objectives:

To investigate the efficiency of the Leadership Development Programme

To examine the effectiveness of the Programme evaluation process

To determine the critical success factors

To make recommendations to the Eskom board on what they can do to improve the Leadership development programme

3.3 RESEARCH DESIGN

3.3.1 Participants and the location of the study

Participants were all selected randomly in different areas of Kwazulu- Natal for the study; for example Eskom middle managers. Simple random sampling was appropriate in selecting the participants because selection was done on the basis of the equal probability of being chosen for the research as the method is meant to be unbiased representation of a larger group of people. A sample refers to a portion of the population that has been selected in order to represent the whole population (Pandey & Pandey, 2015). Bhattacharjee, (2012) explains sampling as a process of choosing a section of a population of interest with the purpose of studying that particular population. Sampling saves time as it would take too much time and costs a lot of money to study the entire population (Pandey & Pandey, 2015). Participants of the different age groups were selected randomly from Eskom middle management. Manager ranging from the age of 21 years to 63 were interviewed about the effectiveness of the leadership development programme in Eskom and whether the evaluation is efficient or not. A software package called QuestionPro was used giving the participants a link to access the survey through their emails. The respondents included all areas in Kwazulu-Natal, like Margate, Pietermaritzburg, Durban, Newcastle and Empangeni. Figure 3.1 is a map showing the research sites in Kwazulu- Natal.



Figure 3.1 Research site in KZNSource: www.safrika.org (Accessed 23 January 2018)

KZN Corporate Affairs Department (1923- 2012) states that Eskom is the economic lifeblood of the economy. Since inception, Eskom's vision has focused on enabling sustainable economic growth and improving people's lives. The Eskom purpose is "To provide sustainable electricity solutions to grow the economy and improve the quality of life of people in South Africa and in the region" underpins all that Eskom KZN does. Alignment towards these strategies has been shaped through living common shared values – Eskom values, which are Zero harm, Integrity Innovation, Sinobuntu (Caring), Customer Satisfaction, Excellence. The following initiatives have been implemented in the province: Electricity has drastically transformed the lives of KZN citizens. Prior to 1986, Eskom's direct customers were mainly redistributors and farmers. Today, about

730 000 residential customers are included in the customer base in KZN. The strategy around electrification involved focusing on densely populated areas so as to cover as many households as possible in a single project.

At that time, the thought of electrifying 300 households a year was considered impossible. However, in the early 90s, the figure rose to 6 000 households a year and the numbers grew to 50 000 households per year between 1996 and 2000. In spite of all the electrification programmes currently running, KZN has one of the highest number of households that are not electrified (about 700 000) in the country. Eskom contributes to job creation in the Province through the use of local labour in the execution of our projects. Eskom Development Foundation carries out Corporate Social Investment programmes on behalf of Eskom, focusing on initiatives for education, skills development, poverty alleviation and job creation KZN Corporate Affairs Department (1923- 2012) .

The province has a staff complement of about 3 500, of which about 160 are in managerial positions. The demographics have transformed greatly over the years, with women, black people and the youth joining the organisation in huge numbers. Employment equity sits at about 54%, with some divisions, like Finance, sitting at 60% over the past 6 years. Women in managerial positions have increased drastically from less than 10 in the early 90s to over 45 presently. It is in the diversity that the province draws its strength. Such levels of dedication and commitment are a source of inspiration to the young and old alike. The skills gained over the years have anchored the province to perform exceptionally well over the years. The ability of experienced staff to transfer such skills will help sustain the high performance levels. In order to facilitate such skills transfer, extensive mentorship programmes are in place. Institutions like Mersey Training Centre, which trains approximately 840 students annually offer valuable means of internal skills transfer. Mersey trainees come from internal technical departments as well as from Eskom contractors. Currently the training is geared towards the Distribution business, but will soon cater for all divisions (KZN Corporate Affairs Department 1923-2012).

3.3.2 Data collection Methods

Harzing, Reiche and Pudelko (2012) state that access to adequate and satisfactory data is of vital importance as it allows the researcher to answer the research problem. Walliman, (2011) further explains the two main categories of data as is categorized according to its closeness to the event recorded. The categories includes the primary data and the secondary data, primary data refers to data that has been observed, experienced or collected by the individual recording it, it is close and nearest to the event making it a more reliable way one can get to the truth whereas secondary data comes in different forms such as reports, magazines, journals, newspapers and documentaries. The data provided in this research was primary data as the information collected in answering the research questions was done for the first time through the use of interviews that comprised of a questionnaire send to the participants. Interviews were the main methods used to gather data.

The questionnaire was an efficient data collection method as the sample for the research was geographically dispersed, and cheaper for larger samples. This method was chosen as the best appropriate for the study. Paperwork included obtaining consent from the participants before commencing with the interviews. Informal interviews followed a strict interview guide with closed ended questions. The interview guide covered topics such as: the effectiveness of leadership development programme whether is appropriate for Eskom or not, the success factors for a leadership development programme in a company, the evaluation of the leadership development programme whether is efficient. Interviews were structured, this enabled participants to stick to the point when expressing their views in answering the questionnaire, but still restricting the participants not to get out of the point when answering. All informal interviews were captured and analyzed. The interviews were written in language that participants were comfortable with – English, or in their own vernacular.

3.3.3 Data management and analysis

The process of data analysis started with the participants answering the questionnaires online and this method was an efficient approach to manage the questionnaires electronically using the internet which was convenient as it saved time and money to travel to the different research sites interviewing the participants individually. The questions asked were a closed format which required respondents to select from predetermined answers (Walliman, 2011). Normally such questions are found in structured questionnaires where respondents answer by selecting from prearranged answers by selecting the answer closest to their answer (Harris & Brown, 2010). Closed format questions are quick and easy to answer as they do not need writing skills and thinking of what to answer, they however minimize the variety of expression that participants can include when answering the questions.

Interviews were administered verbatim to ensure that they reflect the participant's original responses to the questions and the responses were saved separately according to their regions. Questionnaires conducted in a vernacular were translated into English after they were emailed back before they were analyzed. After all the data was prearranged and translated, a thematic analysis approach was used to derive meaning out of it. Information was then coded and grouped into themes or categories. Coding enabled with the checking and reading of the data continually to identify recurring and emergent core themes as well as dominant responses. Reading over the data several times also assisted to obtain a sense of the overall data collected (Creswell, 1998).

3.3.4 Questionnaire design and content

Questionnaires can either be closed or open ended questions. The study made use of the closed questions as they are quick and easy to answer while saving time also. The questionnaire was designed as outlined below

Section A: Personal demographic information

The section is included to understand the general profile of the participant. The questions asked were age, gender, age, race and the task grade within the organisation.

3.3.3.1 Question 1 Effectiveness of the leadership development programme

Is comprised of closed questions with the selection of either strongly disagree, disagree, undecided, agree and strongly agree. The section was comprised on twelve different questions on the leadership development programme. The questions asked seek to understand from the middle managers of Eskom whether leadership development programmes has enhanced their skills in building self-leadership capability, enhancing of skills in managing personal energy, in achieving personal goals and coaching skills, the influence of the leadership development on the participants in dealing with other core workers, whether the leadership development has influence the behaviour of the participants on how to plan, How the participants present the business case to the stakeholders after the programme. Any suggestions on how to improve the programme

3.3.3.2 Question 2 looked on whether the leadership development programme evaluation process was effective

The respondents were to choose between strongly disagree, disagree, undecided, agree and strongly agree. The questions asked were as follows:

The overall pre and post assessment was appropriate to indicate the leadership journey. The 350 leader behaviour evaluation questions if they were adequate to measure change in leader behaviour within Eskom, if the score card was appropriate to evaluate the organizational impact, overall whether the participants felt the time was enough taken during the evaluation of the programme effectiveness. Any suggestions on how to improve the leadership development programme evaluation process.

3.3.3.3 Question three focused on the critical success factors for the leadership development programme

The respondents were to answer the following questions: The participant selection criteria used if contributed towards the success of the leadership development programme, if the leadership development programme was a success because of the quality of module deliverables, The fact that modules were interrelated and contributed towards to the success of the leadership development programme, the usage of action learning process (leadership challenge, business challenge and participant – led components) contributed towards the success of the leadership development programme, the high expertise of facilitators involved in delivering leadership development programme modules played a crucial role towards the success of the programme, personal motivation contributed towards the success of the programme, line manager support was critical in the success of the programme, the reflective journal usage was a critical success of the programme, the field work was critical towards the success of the programme.

3.3.3.4 Looked at the future recommendations on the programme

The participants were expected to give the recommendations that could be made to the leadership faculty and what could be done to improve the leadership development programme in the future for Eskom and other company that might want to initiate the programme.

3.4 RESEARCH DESIGN AND METHODS

Pandey & Pandey, (2015) refer to research design as the framework or work plan for a study that is used as a guide in collecting and analysing data. It refers to an outline that is followed in completing a study. They further state that the purpose of research design includes:

- (i) Minimising research expenditure: planning makes the research effective through enabling getting information with minimum spending of resources

- such as money and time by preparing the advance plan of all about the research
- (ii) Facilitating the smooth scaling: Research design is needed because it simplifies implementation of research process hence making research well – organized.
 - (iii) Collecting the relevant data and deciding on the technique: planning in advance helps select proper methods to be used for data collection and data analysis.
 - (iv) Providing blue print for plans: Research design is helpful in assisting the researcher to know exactly what needs to be done at any given time during the process of research.
 - (v) Providing an overview to other experts. With the help of the research design, the researcher can organise ideas from other experts and therefore identify and fix mistakes.
 - (vi) Providing a direction: provides a proper direction to others who are helping in the process.

There are three approaches of research design that can be used. The approaches are qualitative, quantitative and mixed methods research approach.

Data analysis refers to a process of reviewing the previously collected data to uncover practicalities about a certain area of interest, the data are examined cautiously to reveal new truths based on evidence presented (Pandey& Pandey,2015). Usage of quantitative research method involved large representative samples and fairly structured data collection procedures. It required that the data collected be expressed in numbers (Struwig & Stead 2001).

Quantitative analysis examines data that is in a form of numbers, it uses statistical measures to make inferences concerning links between variables (Walliman, 2011). There are many statistical programmes that support various statistical procedures meant to analyse data (Bhattacharjee, 2012). QuestionPro which included the electronic

questionnaire was utilized for the study. It mechanically captures data when participants click on the survey link send to them by email and saves the data to a folder once the questionnaire is completed.

Quantitative research method is a technique used to collect data that can be organised, categorised and measured, it focuses on quantifying anything the researcher comes upon and generalise results from a sample of the population of interest (MacDonald & Headlam, 2009). Creswell, (2014) explains quantitative as an approach used for concept analysis through exploring relationships between notions. The notions can be measured and data can be analysed using statistical procedures. Is used to collect data that can be organised, categorised and measured, it focuses on quantifying anything the researcher comes upon and generalise results from a sample of the population of interest.

Lowry & Gaskin, (2014) argue that the reason for the statistical techniques is to approximate the likelihood that certain behaviours of data collected happen by chance or that those behaviours are a result of the variable being tested. They further state that “techniques should be cautiously chosen based on the type of data collected and should be carried out in the context of theory using measures derived from a theory”. The Statistical Package for Social Sciences (SPSS) software programme is one of the most common analysis programme used and makes it possible to enter, edit and view the contents of the data file. During the editing phase, illogical and inconsistent responses that are not in harmony with other responses must be identified and investigated as they may skew the results (Praneel 2013).

3.4.1 Data analysis strategies

Interviews were transcribed since they were in English they did not have to be translated. Creswell (1998) argues that after collecting all the interview material one has to read through all the collected information to obtain a sense of the overall data. Open coding was utilized for the questionnaires, which Creswell (1998) states that the researcher forms initial categories of information about the phenomenon being studied by segmenting information. Within each category, several properties showed the

extreme possibilities on a continuum of a property. The survey questions were assigned with codes for each category and analyzed the data through Statistical Package for the Social Sciences (SPSS) for the percentages and the bar graphs. The percentages that obtained from the SPSS assisted in analyzing the information on the effectiveness of the leadership development programme.

3.4.2 Reliability

Reliability is the extent to which a construct is consistent. Bhattacharjee, (2012) explains the different types of reliability which are:

- Inter – rater reliability or observer which measures uniformity between independent observers of the same construct. This type of reliability test works best for constructs that are divided into constructs.
- Test – retest reliability measures reliability between two assessments
- Split – half reliability measures the consistency between two halves of a construct measure.
- Internal consistency reliability, measures regularity.

Cronbach's alpha is used to measure internal consistency reliability (Tavakol&Dennick, 2011). It is a statistical test that examines the multiple items in a construct and determines how well the items relate with each other (Taber, 2016). The acceptable value for Cronbach's alpha is any value greater than 0.7. The values which are greater than 0.7, it can be confirmed that the computed variable has an acceptable level of internal consistency (Tavakol&Dennick, 2011) It is regularly used as a measure of internal consistency, nevertheless, it is a limited measure.

3.4.3 Validity

Bhattacharjee, (2012) refer to validity as the extent to which a construct adequately represents the core concept being measured. Therefore, an assessing tool was valid if it measured exactly what it was expected to measure (Pandey & Pandey, 2015). It can either take the form of content validity, predictive validity, or construct validity (Creswell, 2014). The different forms are as follows;

- Predictive validity considers that the responses might predict a benchmark measure and if results compare with results from other studies.
- Construct validity which considers whether questions capability measure hypothetical constructs
- Content validity considers the items measured by the content whether they were intended to measure (Creswell, 2014).

The validity for the study was reliable as the questionnaires provided enough coverage to the Eskom middle managers selected for the study to investigate and answer the research questions for the intended study.

3.4.4 Limitations

Behaviours such as not picking up a call, telling me (over the phone) they have been busy, to answer the questionnaire. Some of the respondents made promises that any free time that they can get they will be able to answer the questionnaire and promising to call back showed indirect withdrawal from the study. Since some of the participants were in different regions communication was not easy as one's expectations of getting the feedback immediately from the respondents once they received the email were not fruitful. Most of the participants did not respond on the scheduled dates. Some of the participants reasoned that the poor turnout could be related to the busy schedule at work which does not give enough time to go through the survey questions.

This study aimed at finding out more from the middle managers of Eskom whether the leadership development programme benefitted them as individuals to do better in their positions after the training or not. Some of the participants knew nothing or very little about the leadership development programme being offered at Eskom.

3.5 RESEARCH METHODOLOGY

Leedy & Ormrod (2010) refer to research methodology as a wide technique used to conduct the research project. It can also be defined as the methods, techniques, and

procedures used to implement a research (Babbie& Mouton 2008:75). Research methodology also refers to an organized way of investigating a phenomenon that is previously unknown (Walliman, 2011). This study was conducted using a quantitative research methodology.

Quantitative research was ideal for this study because it involved an interactive process between researcher and participants and also provided in-depth and comprehensive information (Babbie& Mouton 2001). The study is of a descriptive nature, thus quantitative methodology enabled a search of in-depth information in attempt to answer the research questions. The research methodology can be a technique that can be presented to investigate the problem in order to reach a conclusion that will have answered the research questions and the recommendations that can be undertaken to overcome the problem researched.

In addition Quantitative research is multi method in focus (Denzin & Lincoln 2011). Hence the use of multiple research methods in this study aimed to secure an in-depth understanding determining challenges of the leadership development programmes of Eskom in Kwa-Zulu Natal. Quantitative research method also involves large representative samples and fairly structured data collection procedures. It requires that data collected be expressed in numbers (Struwig& Stead 2001). The next section will discuss and give rationale for various methods used to gather information for this study.

Zikmund *et. al* (2010) suggest that a research in all disciplines employs the scientific method. The scientific method is plainly explained as the means in which researchers use information, facts and evidence to get to impartial inferences and conclusions about certain topics. They further state that the process begins by setting a foundation of the entire research by either observing or going through prior knowledge. After the background has been set, the hypothesis stage will be reached, following which hypotheses testing will be conducted. Following the testing, conclusions can then be reached. From the outcomes and conclusions, new knowledge is generated (Zikmund *et. al* 2010). Once the researcher has analysed the existing literature, a

working hypothesis is formulated based on the existing knowledge. A working hypothesis is a supposition made and used as a test and analytic tool (Pandey & Pandey, 2015)

3.5.1 Ethical considerations

The methodology and ethics of the research project were approved by the Senate Research Committee of the University of KwaZulu- Natal; an approval letter from Eskom, the nature and objectives of the study were explained and that participation was not compulsory. At all times, participants signed an informed consent sheet as indication that they agreed to participate in the survey. Before they signed, the information sheet was read to the participants word by word and gave participants a chance to ask questions if any. Participant's names have been changed to pseudonyms. All information collected has been kept in confidence, to be used for academic purposes only. I am not permitted to publish any of the material shared with the participants without their written consent. I did not force anyone to be part of the research study. Participants were also informed of their right to withdraw from the study anytime if they so wish.

3.6 CONCLUSION

This chapter described the methodological approaches to this study. It comprised of outlining the design of the study. It described and gave rationale for various research methods utilized throughout the research process. The chapter further looked at the challenging stage of selecting a research topic as it was also a determinant of the research methods to be used in the study. The next chapter will present the finding and presentation from the collected and analyzed data.

CHAPTER FOUR: ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The previous chapter focused on the methodology gathered from the Eskom employees in Kwa-Zulu Natal province that will be used in this study. The chapter also explained the usage of QuestionPro which was utilized, where participants from different Eskom locations were emailed the question through the email and were expected to answer the questions online and email them back. A total of 57 participants completed the online survey questionnaire. Of which only 54 completed the questionnaire completely. This chapter will elaborate on the outcomes from the data analysis process collected. It will further discuss the findings question by question accordingly to how they were asked the participants. The chapter will first commence with the socio demographic information of the participants.

4.2 SOCIO DEMOGRAPHIC VARIABLES

The demographic section of the questionnaire highlighted the personal characteristic of the participants which were comprised of the race, gender, age group, and lastly the task grade of the participants. With regards to the participants' socio-demographic variables, it was found that 61% were African which was the highest of all the demographics, while 60% were female also greater than the male which is 40%, lastly 82% was between the ages of 22-50 years, and about a third (32%) from the M/P/S/15 or M/P/S/16 task grade, **Table 4.1**

Table 4.1: Frequency distribution of socio-demographic information

Race	Frequency	%
African	35	61,40%
European	8	14,04%
Mixed Race	0	0,00%
Asian	14	24,56%
Gender		
Male	23	40,35%
Female	34	59,65%
Age group		
51 to 63 Years	10	17,54%
40 to 50 Years	23	40,35%
22 to 39 Years	24	42,11%
19 to 21 Years	0	0,00%
Task Grade		
M/P/S/14	9	15,79%
M/P/S/15	18	31,58%
M/P/S/16	18	31,58%
M/P/S/17	5	8,77%
M/P/S/18	7	12,28%

4.3 REALIBILITY TEST

Annon (2015) argues that the researcher should confirm that the instrument selected is reliable and valid for the study. Cronbach's alpha is the most widely used objective measure of reliability. The reliability and validity of any research work depends to a greater extent on the relevance of the instruments used in the study (Tavakol 2011). Reliability refers to the uniformity of one's results and it is not measured, but is projected. The measurements conducted should be the same throughout.

Table 4.2: Reliability test output

Reliability Statistics		
Constructs	Cronbach's Alpha	No of Items
Effective LDP	.949	12
Effectiveness of LDP Process	.905	7
Success factors for effective LDP	.905	9

The questionnaire was divided into three main sections, namely Effective LDP (12 statements), Effectiveness of LDP Process (7 statements), and Success factors for effective LDP (9 statements). All the statements were 5-points like type statements. The Cronbach's Alpha values were >0.90 which indicated the accuracy in the results gathered. Tavakol&Dennick (2011) argue that Cronbach's Alpha rule implies that if the value is greater than 0.7 it can be confirmed that the computed variable has an acceptable level of internal consistency, or else the internal consistency of the variable is considered to be poor.

4.4 EFFECTIVENESS OF THE LEADERSHIP DEVELOPMENT PROGRAMME

To determine the effectiveness of LDP, a total of 12 statements were asked. Results below showed that most of the participants responded positively to all the statements (Figure 4.3). For example, indicated that almost half of the participants (48%) strongly agreed that the LDP has enhanced their skills in managing personal energy, and the action learning process (leadership challenge, business challenge and participant-led components) had assisted the participants to take accountability for their own learning. More than half of the participants agreed that the overall design and flow of the programme journey created a seamless experience (57%), In executing the role, the participants showed that they were using ideas, concepts and models that they were exposed to in the three month LDP, and finally the LDP has enhanced the participants skills in building self-leadership capability (56% respectively). According to Burke and Baldwin (1999) in Anne S, Douglas L & Dan S. (2008) argue that there is much evidence suggesting that a considerable part of organizations' investment in training does not result in optimal transfer. To improve job performance, the skills and behaviors learned and practiced during training have to be transferred to the workplace, maintained over time, and generalized across contexts (Anne S, Douglas L & Dan S. 2008).

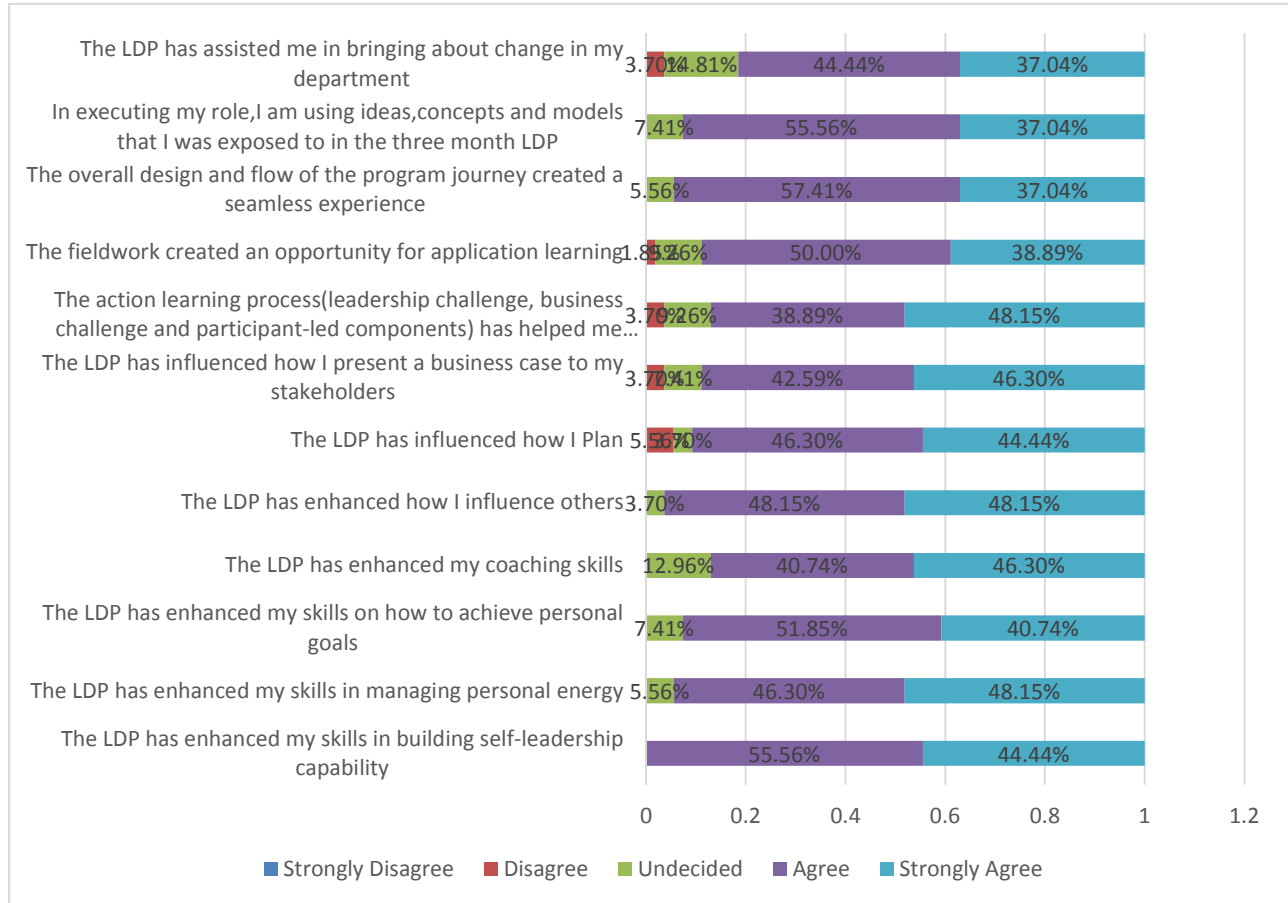


Figure 4.1.1: Effectiveness of LDP

4.5 OVERALL SCORES FOR THE EFFECTIVENESS OF LDP

Considering the overall scores from the 12 statements, the average score was found to be 52.33 (SD=6.17) (Figure 4.4). This implies that LDP programme in Eskom is very much effective. Brett *et al.* (2016) indicates that Scholars who have undertaken complete reviews of the training and development literature have issued tepid assessments of the efficacy of leadership training and development.

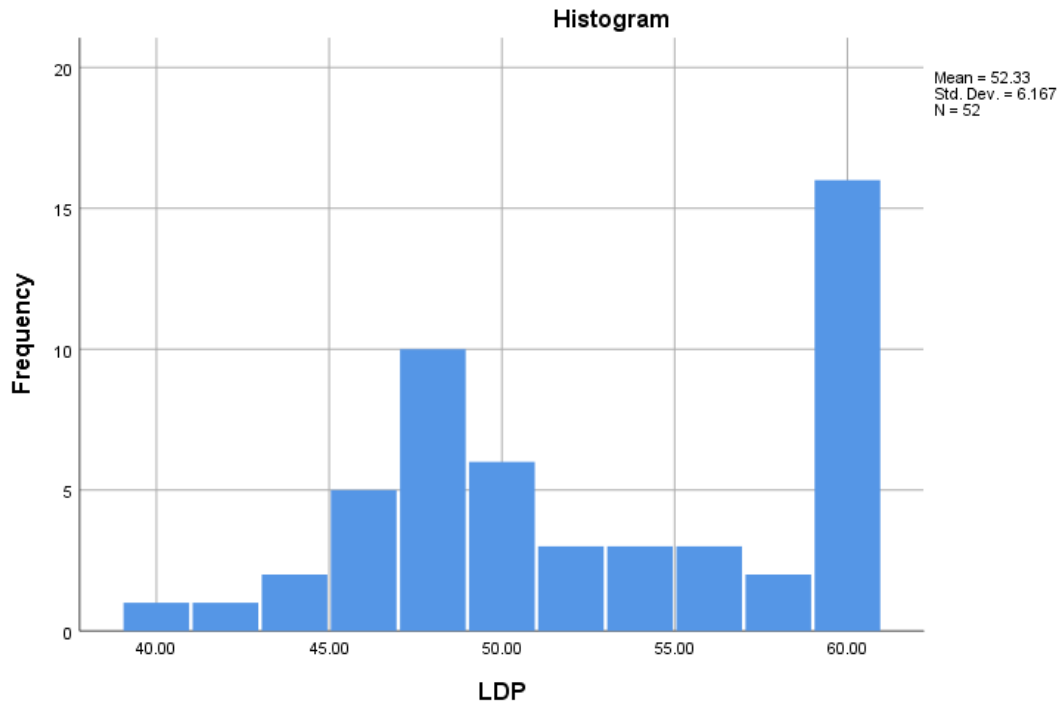


Figure 4.1.2: Distribution of overall scores for effectiveness of LDP

4.6 MODULE EVALUATION

With regards to the LDP process, it was establish that most of the participants responded confidently to all the answers. For instance, a third (33%) of the participants strongly agreed that the module evaluation questionnaire was adequate to identify the shortcomings of the Module objectives, 69% agreed that the module evaluation questionnaire was adequate to identify risks associated with it, and 65% agreed that the overall programme evaluation questionnaire was adequate to evaluate the learning process.

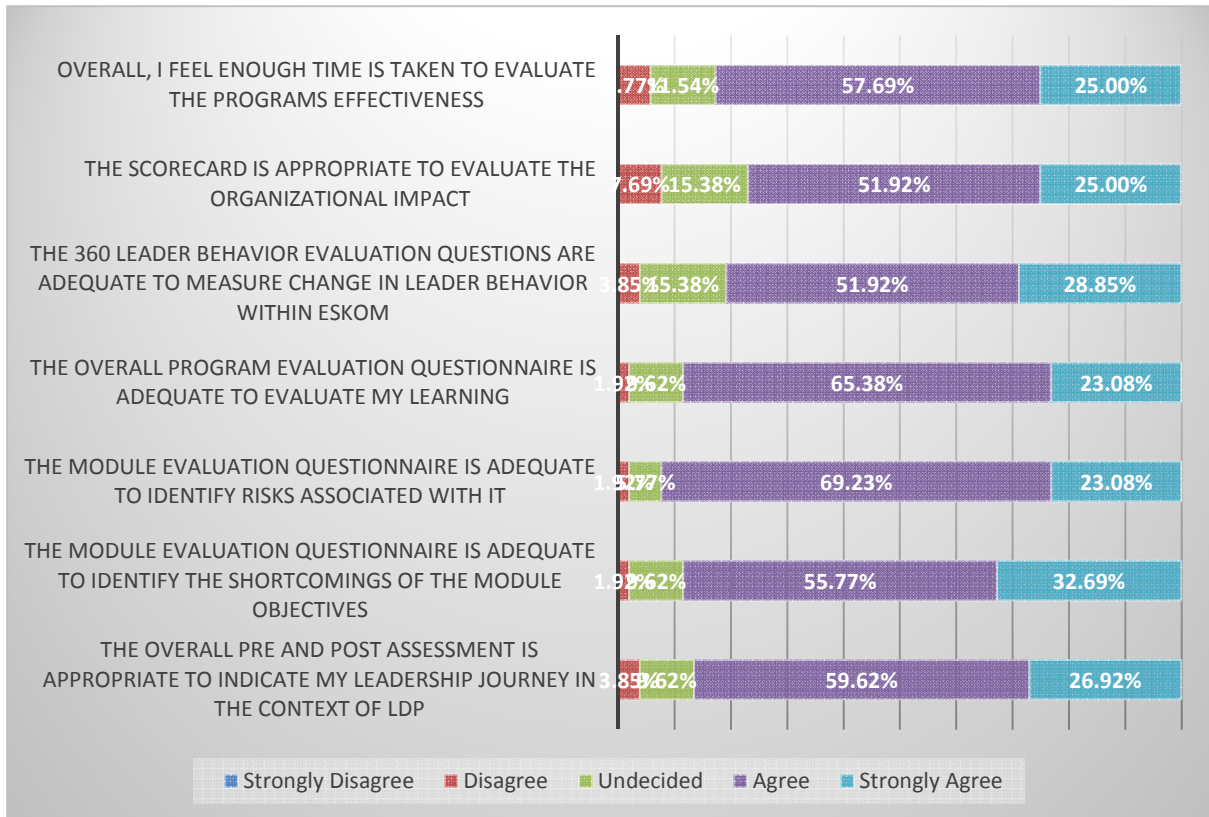


Figure 4.1.3: Effectiveness of LDP process

4.7 EFFICIENCY OF THE LEADERSHIP DEVELOPMENT PROGRAMME

Considering the overall scores from the seven statements, it could be seen that 94% of the participants had scored more than 21 which indicated that they positively responded to all the statements (Figure 4.6). Therefore, it could be concluded that the LDP processes were very good/efficient. Leadership training can also completely manipulate managerial efficiency by way of its positive pressure on leader character. Increases in knowledge and self-awareness as a result of training and development can lead individuals to expand their leader identity from a focus on the individual to a more encompassing focus on the relational and ultimately the collective view of the organization (Brett *et al.* 2016).

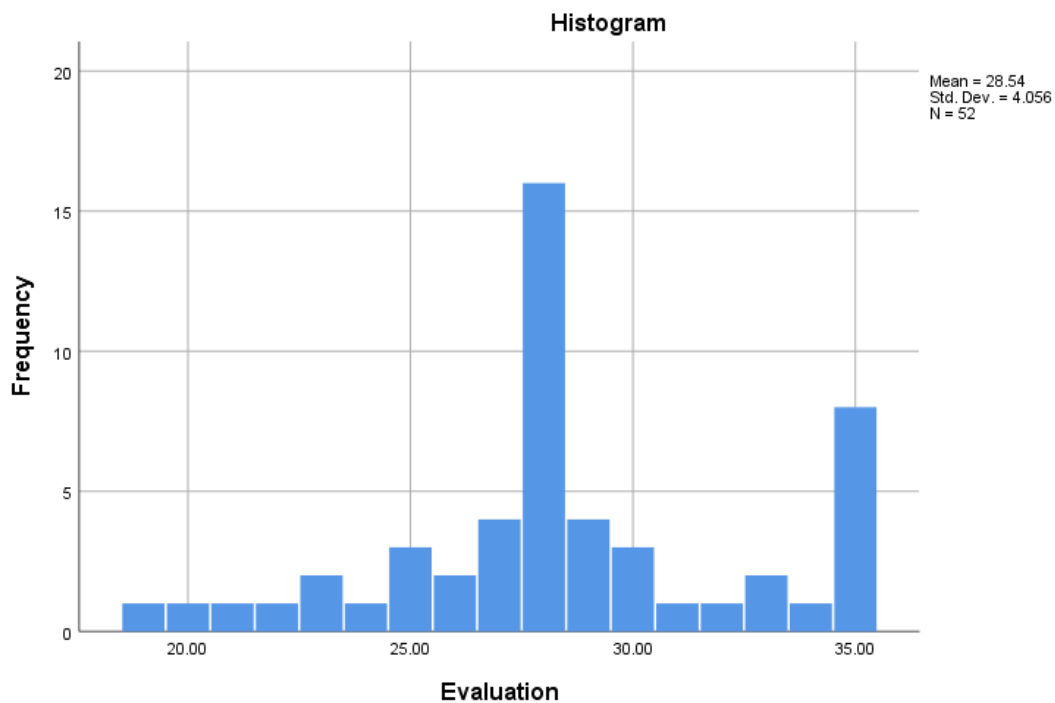


Figure 4.1.4: Overall scores for LDP process

4.8 SUCCESS FACTORS OF THE PROGRAMME

To identify the critical success factors, nine statements were asked. All the nine factors considered to be successful factors as most of the participants positively agreed to it. For example, more than half of the participants strongly agreed to the following factors: Line manager support (62%), The Field work (58%), Personal motivation (56%), and The expertise of Facilitators involved in delivering LDP Modules (52%).

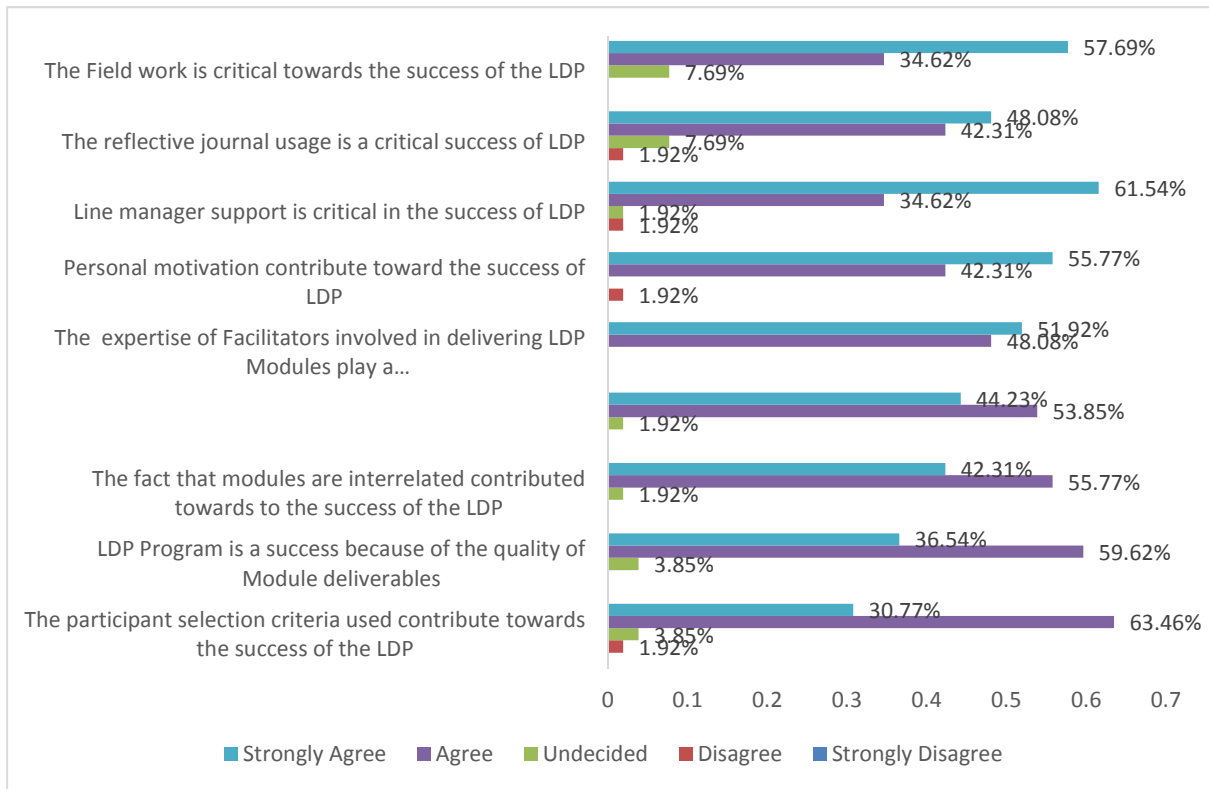


Figure 4.1.5: Success factor for effective LDP

4.9 CRITICAL SUCCESS FACTORS OF LDP

Considering the overall scores distribution, it could be said that all the factors that were indicated were indeed the critical success factor for LDP as the mean value from the overall scores was found to be 39.87 (SD=4.05) (Figure 4.8).

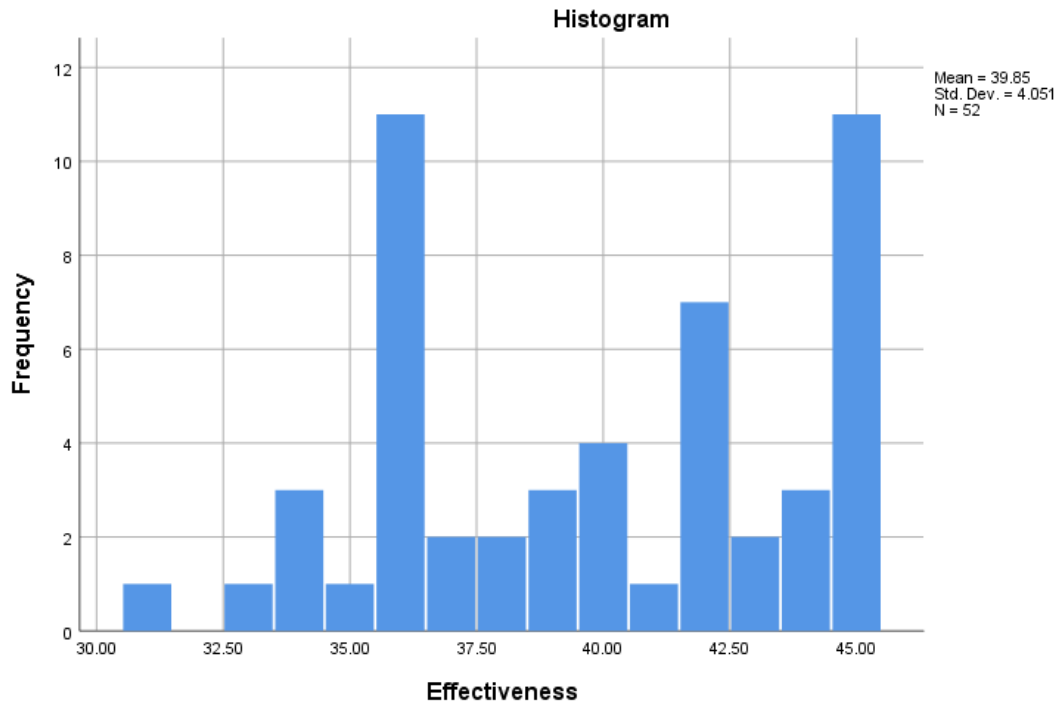


Figure 4.1.6: Frequency distribution of overall scores for success factors for LDP (START)

To compare the overall scores for the entire three constructed table below among the socio-demographic variables, initially normality test was conducted for all the overall scores of the three constructs. It was found that the overall scores were not normally distributed (Table 4.3). Therefore, all the comparative tests were done using non-parametric test.

Table 4.3: Normality test output

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
LDP	.168	52	.001	.891	52	.000
Evaluation	.168	52	.001	.930	52	.005
Effectiveness	.156	52	.003	.912	52	.001
a. Lilliefors Significance Correction						

Results showed that African had the highest mean rank for LDP, and lowest mean rank for success factors (Figure 4.4). But Kruskal Wallis test found no significance difference among the mean ranks among the race groups of the participants ($p>0.05$) (Table 4.5).

Table 4.4: Distribution of mean rank regarding participants' race

Ranks			
	Race	N	Mean Rank
LDP	African	33	28.33
	European	7	23.07
	Asian	14	27.75
	Total	54	
LDP process	African	32	26.25
	European	7	24.93
	Asian	13	27.96
	Total	52	
Success factors	African	32	25.11
	European	7	29.79
	Asian	13	28.15
	Total	52	

Table 4.5:Kruskal-Wallis test output

Test Statistics ^{a,b}			
	LDP	LDP process	Success factors
Kruskal-Wallis H	.665	.212	.770
df	2	2	2
Asymp. Sig.	.717	.899	.680
a. Kruskal Wallis Test			
b. Grouping Variable: What population group do you belong to			

The present study found that females had lower mean rank for success factors and LDP process (Table 4.6). Mann-Whitney U test did not find significance mean rank difference between males and females participants ($p>0.05$) (Table 4.7).

Table 4.6: Distribution of mean rank regarding participants' gender

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
LDP	Male	22	27.66	608.50
	Female	32	27.39	876.50
	Total	54		
LDP process	Male	21	26.86	564.00
	Female	31	26.26	814.00
	Total	52		
Success factors	Male	21	27.43	576.00
	Female	31	25.87	802.00
	Total	52		

Table 4.7: Mann-Whitney U test output

Test Statistics ^a			
	LDP	LDP process	Success factors
	348.500	318.000	306.000
Wilcoxon W	876.500	814.000	802.000
Z	-.062	-.142	-.368
Asymp. Sig. (2-tailed)	.950	.887	.713
a. Grouping Variable: What is your Gender?			

It was found that participants older than (>50 years) scored higher than their younger counterpart as they had the highest mean rank for all the constructs (Table 4.9). Kruskal-Wallis test did not find any significance mean rank difference among the different age groups ($p>0.05$) (Table 4.8).

Table 4.8: Distribution of mean rank regarding age of the participants

Ranks			
	Age group	N	Mean Rank
LDP	51 to 63 Years	10	29.15
	40 to 50 Years	22	25.61
	22 to 39 Years	22	28.64
	Total	54	
LDP process	51 to 63 Years	10	28.50
	40 to 50 Years	21	23.95
	22 to 39 Years	21	28.10
	Total	52	
Success factors	51 to 63 Years	10	33.20
	40 to 50 Years	21	24.57
	22 to 39 Years	21	25.24
	Total	52	

Table 4.9: Kruskal-Wallis test output

Test Statistics ^{a,b}			
	LDP	LDP process	Success factors
Kruskal-Wallis H	.553	1.035	2.496
df	2	2	2
Asymp. Sig.	.758	.596	.287
a. Kruskal Wallis Test			
b. Grouping Variable: What Age group do you belong to?			

Results found that participants from MSP18 grade had the highest mean rank for LDP and success factors (Table 4.10). Kruskal-Wallis test did not find significance mean rank difference among the different task grade participants ($p>0.05$) (Table 4.11).

Table 4.10: Distribution of mean rank regarding task grade of the participants

Ranks			
	Task Grade	N	Mean Rank
LDP	MPS14	9	32.72
	MPS15	16	23.78
	MPS16	17	22.97
	MPS17	5	30.10
	MPS18	7	38.43
	Total	54	
LDP process	MPS14	9	36.17
	MPS15	14	22.96
	MPS16	17	23.24
	MPS17	5	25.50
	MPS18	7	29.79
	Total	52	
Success factors	MPS14	9	27.94
	MPS15	14	23.36
	MPS16	17	24.85
	MPS17	5	35.30
	MPS18	7	28.64
	Total	52	

Table 4.11: Kruskal-Wallis test output

Test Statistics ^{a,b}			
	LDP	LDP process	Success factors
Kruskal-Wallis H	6.961	5.759	2.772
df	4	4	4
Asymp. Sig.	.138	.218	.597
a. Kruskal Wallis Test			
b. Grouping Variable: What Task Grade do you belong to?			

Spearman's rank correlation test found that there were highly positive correlation that existed among the three constructs ($p < 0.01$).

Table 4.12: Spearman's rank correlation test output

Correlations					
			LDP	LDP process	Success factors
Spearman's rho	LDP	Correlation Coefficient	1.000	.694**	.694**
		Sig. (2-tailed)	.	.000	.000
		N	54	52	52
	LDP process	Correlation Coefficient	.694**	1.000	.632**
		Sig. (2-tailed)	.000	.	.000
		N	52	52	52
	Success factors	Correlation Coefficient	.694**	.632**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	52	52	52
**. Correlation is significant at the 0.01 level (2-tailed).					

4.10 CONCLUSION

This was the main findings chapter which covered several aspects relating to the effectiveness of the leadership development programme in Eskom KwaZulu- Natal. The chapter interpreted and analyzed the data collected from the participants and presented in this chapter. The participant's responses were discussed according to the findings and analyzed for interpretation and understanding of the outcomes. Various tests were presented in the chapter to give a clear interpretation of the findings. The tests included Kruskal Wallis test, Mann-Whitney U test, Spearman's rank correlation test of which indicated the statistical significance and relationships between variables. The next chapter will conclude the thesis and look at further recommendations and any limitations to the study.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The chapter presents the recommendations for future development on the usage of leadership development programmes for both the companies and their employees and what can be done to avoid the similar mistakes that other companies have gone through.

5.2 OVERVIEW ON THE RESEARCH

This thesis has tackled the issues concerning the recommendations of the leadership development programmes in companies whether they are effective or not as there is a lack of definitive evidence that such programmes are effective and whether they can be recommended for future use. Eskom in KwaZulu- Natal is investing plenty of money and time in the development of middle managers. The main aim of this thesis was to explore the effectiveness of the leadership development programme and how the programme was currently evaluated by the organizations utilizing it. Also determining the critical success factors of the programme with the aim of coming up with future recommendations. This study was carried out in KwaZulu- Natal province which included the Eskom employees in Margate, Pietermaritzburg, Durban, Newcastle and Empangeni.

This thesis's main objectives was to investigate the effectiveness of the leadership development programme while questioning the evaluation process that the companies utilizing the programme are using to weigh the outcomes after the programme. To examine whether the employees and the company are benefiting from such programmes or whether the companies using the programme are wasting the money invested in the programme. The study also interrogated the critical success factors of the leadership development programme whether is worthy or not for both companies and the employees. If the employees who attended the programme found it beneficial or

not and whether they are applying the skills and knowledge they got from the programme in the company. The thesis also drew together the main points that had emerged from the findings in order to confirm that the company is benefiting from the programme.

The thesis also discussed various research questions with the aim of finding the answer to the problem. Data presented in this thesis showed that the leadership development programme was effective and the employees who attended the programme are recommending it for future usage as the knowledge gathered from the training assisted in dealing with their daily work routines effectively and managing to solve problems on their own and initiating new ideas and initiatives that might benefit the company in the long run. The literature from different sources also showed the importance and effectiveness of the leadership development programme even though they suggested that evaluation after the programme should be monitored in order to fill the gaps that were available before the programme and the way forward after the programme. Various advantages and disadvantages were investigated in relation to the impact of investing in leadership development programmes. Certain steps were also discussed that would assist the companies to better utilize the leadership development programme in order to impact performance while monitoring the profits of the company.

Furthermore the research methodology included the objectives of the study and looked at various data collection strategies that would help answer the research questions. It comprised of different research designs and methods that would be utilized in analyzing the gathered data also focusing on the reliability, validity and biasness. Key findings of the thesis were carried out using the QuestionPro. Where the participants were emailed the questionnaire by email and expected to answer it online then email it back. The results were further analysed, discussed and interpreted in relation to the literature review.

5.3 REVIEW ON THE RESEARCH OBJECTIVES

The major objective of the research was to investigate the efficiency of the leadership development programme. Eskom has invested time and massive amounts of money in the development of middle managers meanwhile there is a lack of definitive evidence that such programmes are effective. The other objective was to examine the effectiveness of the programme evaluation process. The outcome of the findings together with the recommendations will be sent to the Eskom board management on the issues that need to be improved in order to have a successful and fruitful leadership development programme that will benefit both the employees of Eskom and the Management.

5.4 DISCUSSION ON THE RESULTS

The research presented the feedback from the participants which focused on the leadership develop and the effectiveness of the programme, focusing mainly on the individuals who have attended the programme and only a few who did not attend. Simple random sampling was utilized for the study because selection was done on the basis of the equal probability of being chosen for the research as the method was meant to be unbiased representation of a larger group of people. Conclusion and recommendations focusing on each object are presented below.

5.5 Effectiveness of the Leadership Development Programme

The primary objective was to investigate the efficiency of the leadership development programme whether programmes are being pursued by companies due to the pure need of remaining competitive in their respective industries with the aim of strengthening leadership effectiveness and creating mindful leadership for unforeseen circumstances that may arise within the organization. However there is a lack of definitive evidence that such programmes are effective. According to Rebecca J. Jones *et al.* (2016) Leadership development programmes are efficient for the company at improving work-based outcomes including goal accomplishment, professional growth,

improved professional relationships, greater managerial flexibility, increased productivity, and improved resilience and workplace well-being.

5.5.1 Efficiency of the programme for both the company and the employees

According to the findings 48% of the participants strongly agreed that the programme has enhanced their skills in managing personal energy, and the action learning process which included the leadership challenge, business challenge and participant –led components assisted in equipping the participants to take accountability for their own learning. This indicates that the programme is effective as 57% explained that they were using ideas, concepts and models that they got exposed to within the three month LDP. 56% respectively indicated that the programme enhanced their skills in building self-leadership capability.

The literature review chapter explains that Leadership development refers to activities that improve the skills; abilities and confidence of leaders to assist them to make informed decisions that will help build the organizations in the long run. Mabey (2013) further argues that Leadership development in an organization is considered to be important activity as it enables employees to be monitored and guided in achieving company goals. It often comprises of a key an element in competitive strategy. The proposition can be that organizations should follow certain models in conjunction with the company strategies in order to be able to select employees who are willing to attend the course and who will be able to practice what they have learnt from the programme in the company.

5.5.2 Eskom employees' evaluation of the programme

The findings indicate that 52.33% of the employees implied that the programme is very effective. This shows that Eskom is benefiting from the programme and receiving the desired results as employees from the programme are practically exploring what they have learned from the programme and using it in the company. The literature clarified that organization should only equip employees with the necessary skills needed to tackle any issues that might arise at work. It further explained that the company does a

thorough research in selecting the right employees suitable for the training who will be able to show change once the course is done and help in the growth of other employees in assisting them to reach their high potential in tackling their duties.

5.6 Programme evaluation process

The second objective examines the effectiveness of the programme evaluation process. It is essential to explore whether the programme implemented is really working out for the company or not in order to stop utilizing it. Oracle White Paper (2012) clarifies that a flourishing leadership development programme, first positions its development with the company policies in order to understand the suitable leadership style needed for the company to succeed. The programme has to go hand in hand with the company goals in order to have promising results. The company needs comply with the right programmes suitable for the employees so that they sustain the skills and expertise for a long term and also to attract and fill the company leadership style. If the programme is suitable for the management it helps in bettering of their hiring strategies and employee development which will both benefit the company and the individual attending the course.

5.6.1 Steps in measuring of the programme

The findings regarding the evaluation of the development programme indicate that 69% agreed that the module evaluation questionnaire was adequate to identify risks associated with the programme while 65% indicated that the overall programme evaluation questionnaire was adequate to evaluate the learning process and 33% strongly agreed that the module evaluation was adequate to identify the shortcomings of the module objectives. The programme needs to be measure immediately before and after the course as to determine if the programme has benefited the participants or not. The training should be about making money but also measured in terms of the performance so as to introduce it in other companies that might be interested in the programme. In the literature DDIWorld (n.d), looked at the ways in which measurement of the programme can be done to get the required results before and after the

programme. It explain the steps that needed to followed which are focus, process, outcomes and impact which discussed in detail in the literature review.

5.6.2 Eskom should evaluate the programme's efficiency

The findings consider the overall scores from the participants concerning the training that were effective. 94% of the participants indicated that they positively agreed to the pre and post assessment concerning their leadership journey in the context of the leadership development programme and that the 360 leader behavior evaluation was adequate to measure change in the leader behavior within Eskom. The evaluation is in position with the company values, standards and regulations of the company in order to appraise the programmes efficiency in line with the employees. The literature explains that even though companies are introducing development programmes and putting them in place in the hope that they will last long for the sake of the organization. Outcomes need to be measured and questions asked which will assist whether the programme is needed or not. It is very essential for companies to actually weigh the leadership programme so that they do not repeat same mistakes when reflecting on the programme itself and the people who were involved so as to achieve the desired goals DDIWorld (n.d).

5.7 Success factors of the programme

The third objective determines the success factors of the leadership development programme. If the programme bears fruitful results for the company then it can be concluded that is benefiting the company and the employees. The programme can be initiated to other departments in Eskom.

5.7.1 Critical success factors of LDP within Eskom

The results indicate that more than half of the participant which is 62% strongly agreed to the manager support after the programme. 58% showed that Field work was critical towards the success of the LDP and 56% indicated that Personal motivation contributed towards the success of LDP. When considering the overall scores distribution the results specified to be 39.87 which shows that all factors concerning the programme

within Eskom were successful as the mean value from the overall scores presents. This shows that the programme is benefiting Eskom in all the levels so it can be recommended for future use. The literature review explains that organization should only equip employees with the necessary skills needed to tackle any issues that might arise at work. The individual does not need to be sent on a course voluntarily without the individual asking for it as forced decisions always do not work out best. Companies need to be inventive in sourcing and nurturing talent, and increasing talent production as current companies require to be more flexible in sourcing leaders who will be able to take the driver's seat without any coordination from the subordinates and able to solve problems and come up with new ideas to be implemented in the company

5.7.2 Frequency distribution of overall scores for the success of LDP

A normality test was conducted for all the overall scores of the three constructs which were comprised of the socio demographic variables. Findings indicated that Africans had the highest mean rank for the LDP. Kruskal Wallis test found that females had a lower mean rank for success factors and LDP process. These can be because most males hold the managerial positions than the females in most companies. The literature argues that different companies impose a variety in all the challenges that they are facing as they can range from cultural, economic and practical proportions. Suarez (2016) argues that the diversity policy is essential as it can assist in this dilemma, but the challenge would be to put it to work so that the desired results are met and problem solve.

The findings further indicated that participants older than the age of 50years scored higher than their younger counterpart as they had the highest mean rank. The literature indicates that with the current high percentage of youth unemployment it is a challenge for the company to locate senior employees who are capable and have the experience needed to tackle the company's issues. But because of the leadership development programme young people can also be the right candidates that companies need and offering skills which no other company has. In order for the youth to prove themselves is not an easy task also keeping them in the company is tough as they are still looking at other ways that can help them explore the skills that they currently possess.MSP18

grade participants had the highest mean rank for the LDP. Kruskal Wallis test did not find significance mean rank difference among the different task grade participants.

5.8 CONCLUSION

The focus of the study was based on investigating the effectiveness of the Leadership Development Programme and how the programme was currently evaluated by the organization. It was also determining the critical success factors of a leadership development programme with the aim of coming up with recommendations going forward. Information was collected from the participants through a questionnaire which revealed that Eskom's initiative on utilizing the LDP was a success and only minor developmental changes had to be looked at in order to succeed even more and sustain the company in the long run. The study can be exploited by other company who were already using the programme but not meeting the desired goals and for those companies which are still undecided whether to introduce the programme or not. The study will be used as an eye opener for future leaders who will want to be more innovate and ahead of their competitors.

5.9 KEY SUMMARY OF THE FINDINGS

Results from the findings showed that most of the participants responded positively to all the questions asked in connection with how they felt with the leadership development programme personally as individuals in helping them grow and what the exposure of the programme has unveiled for them. Almost half of the participants (48%) strongly agreed that the LDP had enhanced their skills in managing personal energy, and the action learning process also to take accountability for their own learning which indicated the advantage to introduce the programme and investing in it as the desired results are working out for both the company and the employee . When analyzing the programme itself, whether it was beneficial or not and clear for the participants. More than half of the participants agreed that the overall design and flow of the programme journey created a seamless experience (57%). The participants further explained that in executing their different roles in the company, They are making use of ideas, concepts and models that they got exposed to in the three month LDP, and the LDP has enhanced their skills in

building self-leadership capability (56% respectively). This implies that LDP programme is very much effective and helpful and that it can be recommended for other companies to utilize for future use.

In addition to the evaluation after the programme, the (33%) of the participants strongly indicated that the module evaluation questionnaire was adequate to identify the shortcomings of the Module objectives, 69% agreed that the module evaluation questionnaire was adequate to identify risks associated with it, while 65% agreed that the overall programme evaluation questionnaire was adequate to evaluate the learning as to contrast whether the leadership development programme is efficient or not. The study itself has managed to answer the research questions even though 57 participants managed to complete the online questionnaire and eliminating some of the questions whereas the 54 were able to complete it thoroughly which enable to get the required results accordingly. 94% of the participants had scored more than 21 which indicated that they positively responded to the overall evaluation of the programme's effectiveness. The scorecard usage as means of evaluating the organisational impact and the 360 leader behaviour evaluation questions to measure change in leader behaviour within Eskom. The overall pre and post assessment whether it was appropriate to indicate the participants journey in the context of the leadership development programme or not. All of the statements asked the participants concluded that the LDP processes were very good/ efficient.

Furthermore the personal relationship of the employees and their superiors can also affect the initiation of the leadership development programme positively or negatively depending on the support. As more than half of the participants strongly agreed to the following factors: Line manager support (62%), The Field work (58%), Personal motivation (56%), and the expertise of Facilitators involved in delivering of the leadership development programmes modules (52%). The relationship terms can build or destroy the individual which will affect the roles in the company if there is no support or motivation for the employees in order to assist in the development of certain roles played in the company.

5.10 RECOMMENDATIONS

- Employees should be included in the decision making before sending them of the programme so that they can have a clear definition of why they are attending such trainings and what is expected during and after the training. As some of the employees attend such trainings with no clear explanation of what is expected of them. The briefing before the programme can also help the employees to do a personal research on their own in order to prepare for the training as some might not show an interest which will waste the company funds and time if the employee is unwilling or not interested in the programme. The employees need to be informed and addressed about the benefits of leadership development programmes before attending so that they can prepare themselves on their own before attending. The intention of the programme is for better enhancement of both the company and the employee so that the desired results are achieved. Psychologically, physically and mentally the employee has to prepare for the programme by bearing in mind that presentation and participation during the training will be expected of them in order to understand the tackled topics so that they are able to apply them practically in the work place.
- The company has to put a clear and effective evaluation of the programme in order to weigh the results before and after the training to be able to conclude that the leadership development programme is working out for the company and the employees. Performance must be measured for future reference as to imply that the leadership development is effective in the company aligned with the company goals and needs.
- Companies should not introduce the employees to the leadership development programme as a way of increasing their sales and profits. They should see it as an advantage on both sides as the worker will be able to strive to the utmost level in solving problems and initiating new strategies on their own without seeking help because this tendency makes workers not to be optimistic to take such courses as they are not ready or prepared to sit down and listen to a lecture. There are employees who prefer practical courses to the learning courses and

this makes the employees to get motivated and develop faster when they learn from their mistakes as it makes them feel responsible for their own progress in their prospective work positions.

- Employees in a company should be accountable for their own development; it should not be someone else's responsibility. Companies need to consider that the programme might not be beneficial to some of the workers. Some might apply the techniques learnt from the programme while some might not as they did not understand a thing of what was said in the lecture, it might be that they are not interested in the programme itself, or they do not see a need of attending such programmes. It will be best if only workers who are interested and willing to learn are sent to such programmes as they will explore new ways of improving the company internally. This will save the company funds.
- A precise approach should be followed in order to enhance talent development that will focus on the selecting potentials that can be able to overcome any challenges while enabling them to grow as individuals in their different capabilities giving them support so that they can succeed in the coming years in order to beat their competitors.
- The study intends to contribute to the literature of leadership development programme in a fourfold manner by presenting the current findings for future use.
- Organizations need to moderate the risk of sending the employees on leadership programmes by ensuring that there is a clear and precise learning objective, clear feedback, a form of measurement or assessment as well as regular opportunity to practice and receive feedback.

5.11 LIMITATIONS OF THE STUDY

Eskom State Owned Company (SOC) is a national organization however the study only focused on KZN geographical area. This was to keep the study within a manageable area which is close to the researcher. The questionnaire was only distributed to Middle

Managers that belong to KZN OU as the implemented questions were meant for the managerial positions as they are the people who mostly attend the development programmes. The waiting time for the release of ethical clearances took considerable time before the researcher could go out and distribute the surveys. Which was a time constraining on the researcher as the time frame was put in place to meet the deadlines of the research. Once the survey was distributed, the researcher had to resend the email to respondents to verify completion and this took some time as the researcher had to communicate with the participants frequently in order to receive feedback.

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APPENDIX 1: QUESTIONNAIRE

Research Questionnaire

Evaluating the Leadership Development Programme: A study of Eskom, Kwa-Zulu Natal Operating Unit

I am Zabanguni Myeni, an MBA student at UKZN. I am undertaking a research project to evaluate the effectiveness of the Leadership Development Programme, the effectiveness of the programme evaluation process and what makes it to be successful. I would like to have a better understanding of how participating in LDP has helped you and how organisations can work to improve it in the LDP in the future.

This survey will take approximately 15 minutes to complete. I would really appreciate it if you can take the time to complete the survey and assist me in this research project by giving your frank and honest response.

Please note that this survey is separate from the programme evaluation process and you are free to refuse to complete the survey or withdraw from the survey at any time without negative consequences. There is no monetary gain from completing this survey. Your anonymity will be protected and all surveys stored confidentially and securely at the Graduate School of Business and Leadership of the University of KwaZulu Natal.

Please feel free to contact me on zaawaaz@gmail.com should you have any enquiries about the research survey.

Regards

Zabanguni Myeni

Personal Demographic Information

a. What population group do you belong to?

Black

White

Coloured

Indian

b. What is your gender?

Male

Female

c. What age group do you belong to?

51 to 63 years

40 to 50 years

22 to 39 years

19 to 21 years

d. What task grade within the organisation do you belong to?

M/P/S/14

M/P/S/15

M/P/S/16

M/P/S/17

M/P/S/18

Q.1 Is the Leadership Development Programme effective?

Appropriateness

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. The LDP has enhanced my skills in building self-leadership capability.					
2. The LDP has enhanced my skills in the managing personal energy					
3. The LDP enhanced my skills on how to achieve personal goals.					
4. The LDP has enhanced my coaching skills					
5. The LDP has enhanced how I influence others					
6. The LDP has influenced how I Plan					
7. The LDP has influenced how I present business case to my stakeholders					
8. The action learning process (leadership challenge, business challenge and participant-led components) has helped me to take accountability for my learning					
9. The fieldwork created an opportunity for application of learning					
10. The overall design and flow of the programme journey created a seamless experience					
11. In executing my role, am using ideas, concepts, or models that I got exposed to during the three months LDP					
12. The LDP has assisted me in bringing about change in my department					

13. Any suggestions on how to improve LDP effectiveness

Q.2 Is the LDP evaluation process effective?

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1.The overall Pre and Post assessment is appropriate to indicate my leadership journey in the context of LDP					
2.The module evaluation questionnaire is adequate to identify the shortcomings of the Module objectives and risk associated with it					
3.The overall programme evaluation questionnaire is adequate to evaluate my learning					
4.The 360 Leader Behavior Evaluation questions are adequate to measure change in Leader behavior within Eskom					
5. The score card is appropriate to evaluate the organizational impact					
6. Overall ,I feel enough time in taken to evaluate the programme effectiveness					

7. Any suggestion on how to improve LDP evaluation process?

--

Q.3 What are the critical success factors for a Leadership Development Programme?

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1.The participant selection criteria used contribute towards the success of the LDP					
2.LDP Programme is a success because of the quality of Module deliverables					
3.The fact that modules are interrelated contributed towards to the success of the LDP					
4.The usage of action learning process(leadership challenge, business challenge and participant-led components) contribute towards the success of LDP					
5. The high expertise of Facilitators involved in delivering LDP Modules play a crucial role towards the success of the LDP					
6. Personal motivation contribute toward the success of LDP					
7. Line manager support is critical in the success of LDP					
8. The reflective journal usage is a critical success of LDP					
7. The Field work is critical towards the success of the LDP					

9. What are any other critical factors that could contribute towards LDP

Q.4 What recommendations can be made to Leadership Faculty on what they can do to improve the Leadership development programme?

APPENDIX 2: ETHICAL CLEARANCE



16 October 2017

Mrs Zibanguni Ruth Myeni (215078117)
Graduate School of Business & Leadership
Westville Campus

Dear Mrs Myeni,

Protocol reference number: HSS/1633/017M

Project title: Evaluating the Leadership Development within Eskom

Approval Notification – Expedited Approval

In response to your application received on 07 September 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Muhammad Hoque
Cc Academic Leader Research: Dr Emmanuel Mutambara
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

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APPENDIX 3: TURNITIN REPORT

Evaluating Leadership development programme : A study of Eskom KZN OU

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